

Personal, Social & Humanities Education Key Learning Area

History Curriculum Guide (Secondary 1 – 3)



Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2019

Secondary School

Curriculum Guide

Personal, Social & Humanities Education

Key Learning Area

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Preamble

The History Curriculum Guide (Secondary 1-3) is one of the series prepared by the Curriculum Development Council, Hong Kong for use in junior secondary schools.

The Curriculum Development Council is an advisory body giving recommendations to the Hong Kong Special Administrative Region Government on all matters relating to curriculum development for the school system from kindergarten to sixth form. Its membership includes heads of schools, practicing teachers, parents, employers, academics from tertiary institutions, professionals from related fields or related bodies, representatives from the Hong Kong Examinations and Assessment Authority and the Vocational Training Council, as well as officers from the Education Bureau.

In order to help students achieve the aims of this Curriculum Guide, schools are encouraged to consider sufficiently their contexts, strengths and needs of students in adapting the recommendations of this Curriculum Guide. Curriculum development involves a process of collaboration and constant implementation. The Curriculum Development Council will review the curriculum from time to time in the light of classroom experiences and the changing needs of students and society. Schools are welcome to send comments and suggestions on the History Curriculum Guide (Secondary 1-3) to:

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Chapter 1 Introduction

1.1 The importance of History as a school subject in school curriculum

History is a discipline of enquiry and analysis. Studying history engages students in an active learning process of asking meaningful questions about the past, collecting and analysing sources, and drawing conclusions supported by evidence. In the past 20-30 years, history education has been undergoing tremendous changes in different countries and regions. Other than stressing the transmission of facts and hard data, as well as the authoritative views of teachers or textbooks to students, today's history education emphasises the construction of knowledge and the process of historical enquiry and investigation, through which students construct their own historical knowledge by understanding, analysing and interpreting primary sources, consider events from multiple perspectives, and understand the relationship between using historical evidence and providing historical explanations.

The development of human history forms the world today: likewise, important concepts which shape the modern world such as nationalism, democracy, and revolution also have their historical origins. Thus, the study of history helps students understand the human world by exploring into its origins in the past. Furthermore, in order to make sense of current affairs, it is also important to study the past as everything which is happening around us has been influenced by, or is a result of, the things that preceded it.

Another key role of history as a school subject is to equip students with historical enquiry skills. Historical enquiry develops students' historical knowledge and understanding by posing questions about the past, and applying skills associated with locating, analysing, evaluating and using sources as evidence to develop an informed argument or interpretation. Such knowledge and skills are essential for developing an understanding of the changing relationships of people, locations and events in the past and how they impact on the human society today and in the future. Therefore, learning history helps students understand the current situation of contemporary society in a more objective and comprehensive way. In summary, it provides the essential learning experiences that students need for the future.

Moreover, the History Curriculum can also make several unique contributions to the general education of young people. Not only does it contribute to the development

of students' generic skills involved in the study of humanities subjects, such as critical thinking skills and problem solving skills, but it also develops students' ability of empathetic understanding, cultural awareness, and global perspective through the study of history of different countries and cultures. In the process of historical enquiry, students can acquire an understanding of how historical incidents took place, or what and why certain peoples acted the way they did in history. This helps students master the ability to think in context. Furthermore, history teaches students about cultures around the world. Students may discover similarities and differences between various nations and their own. Students can learn to appreciate and accept how others' lives differ from their way of life. Lastly, it is equally important for students to learn about modern and contemporary history as well as institutions and customs of thousands years ago because it allows them to understand the evolution of human civilisation.

Last but not least, the study of history is necessary for students to be nationals of our own country as well as valuable citizens on a macro/ trans-national level. On one hand, studying history enables students to understand the close historical and cultural ties between Hong Kong and the Mainland and contributes to a better understanding of the country. On the other hand, as the study of history develops students' ability to evaluate evidence and information, so that they can carry out enquiries by using a range of sources that are subject to evaluation and analysis, this equips them with a number of critical skills, open-mindedness and independence of mind, which are all vital to the construction of modern citizenship. Therefore, with the ability to comprehend the past and make sense of it, students who have studied history are better able to understand the present situation without bias and take informed and responsible action.

1.2 Curriculum Aims

The aims of Secondary 1-3 History curriculum are:

- (a) to enhance and develop students' interest in studying history;
- (b) to help students understand the present in the context of the past;
- (c) to enrich students' knowledge of their own community and culture, as well as other major cultures of the world;
- (d) to develop students' historical skills and generic skills for further studies and life situations;
- (e) to nurture students to become citizens who have global perspectives, knowledge and sense of responsibility.

1.3 Learning Objectives

In relation to the above aims, after completion of the junior secondary History curriculum, 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 use historical terminology in an appropriate way;
- ii present historical events accurately 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 fair and impartial personal views;
- 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.

Chapter 2 Curriculum Framework

2.1 Background

As an indispensable part of the Personal, Social and Humanities Education Key Learning Area (PSHE KLA), History takes up an important task of developing students' basic understanding of world history including the development of Hong Kong and various cultures in the world; facilitating their construction of a global perspective; and enhancing their analytical abilities and thinking skills. One should be fully aware of the fact that not all junior secondary students take History when they are promoted to the senior secondary level. Therefore, to many students, junior secondary History is most likely the only chance for them to receive basic history education, especially world history. In view of this, it is necessary for schools to provide junior secondary students a History curriculum with comprehensive coverage of major historical periods and patterns of changes in world history which equips students with an essential understanding of the key characteristics of world history, basic historical literacy and competency, and helps them develop basic historical skills and attitude.

In view of the latest development of history education and the school curriculum, since 2014, the Curriculum Development Council (CDC) had been revising the History Syllabus (Secondary 1-3) introduced in 1996 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. In addition, the revised curriculum framework also equips students who will study History, Liberal Studies, or other senior secondary subjects in Personal, Social and Humanities Education Key Learning Area with basic knowledge related to world history and the development of Hong Kong.

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.

Another prime focus of the curriculum design is to increase students' interest in studying history. Different from focusing on political history, the curriculum takes new perspectives to form a connection between history learning and students' real-life experience by embedding some new elements into various conventional topics such as

understanding how the military innovations of the two World Wars were adapted into civil use in our daily lives today, or learning about the lives of local clans and traditional culture through studying intangible cultural heritage in Hong Kong (well-known local customs and festivals).

Recent educational research provides clear evidence that in order to enhance students' learning interest in history and build up their historical literacy, teachers need a paradigm shift in learning and teaching from "teacher-centered" approaches to "student-centred" approaches, and encourage students to conduct historical enquiry learning, such as "doing history". "Doing history" is not passively memorizing and sequencing facts. It is an active enquiry learning process which encourages students to develop their skills in using historical methods as well as to construct their evidence-based historical understanding. In order to help teachers engage students in enquiry learning, this curriculum provides suggested guiding questions for each topic which demonstrate some possible ways of structuring the enquiry of the topic.

Furthermore, to cater for the needs of different schools, especially those which adopt diversified modes of curriculum planning to implement the junior secondary PSHE 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.

2.2 Design Principles

This curriculum aligns with the following guides prepared by the Curriculum Development Council, 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)(2017)* and the *Personal, Social & Humanities Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) (2017)*. Its designing principles are to:

- (a) provide a three-year curriculum which focuses on introducing the trend and development of world history and how they affect our world today;
- (b) 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;

- (c) emphasise students' understanding and application of different historical concepts and skills, and develop their positive values and attitudes;
- (d) cater for students' diverse interest and connect them with their daily lives and experiences;
- (e) provide a flexible framework for schools to make adaptation to the curriculum according to their school contexts and students' diversity in abilities and interests.
- (f) develop students' abilities in self-directed learning and life-long learning which align with the enquiry learning approach;

2.3 Curriculum Structure

The History curriculum (S1-S3) is designed in chronological order, offering a theme for each school year. The three-year curriculum helps students understand historical development trend of the world and its impact on today, and enables them to master the basic concepts and skills to study history.

- (a) Theme for Secondary 1: The ancient world (From pre-historic period to the 14th century): *The birth and interactions of regional civilisations*
- (b) Theme for Secondary 2: The modern world (From 15th to 19th centuries): *The growth and expansion of the West*
- (c) Theme for Secondary 3: The contemporary world (From the 20th century to the present): *Moving towards a multi-polar and interdependent world*

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. (Please refer to Figure 2.1).

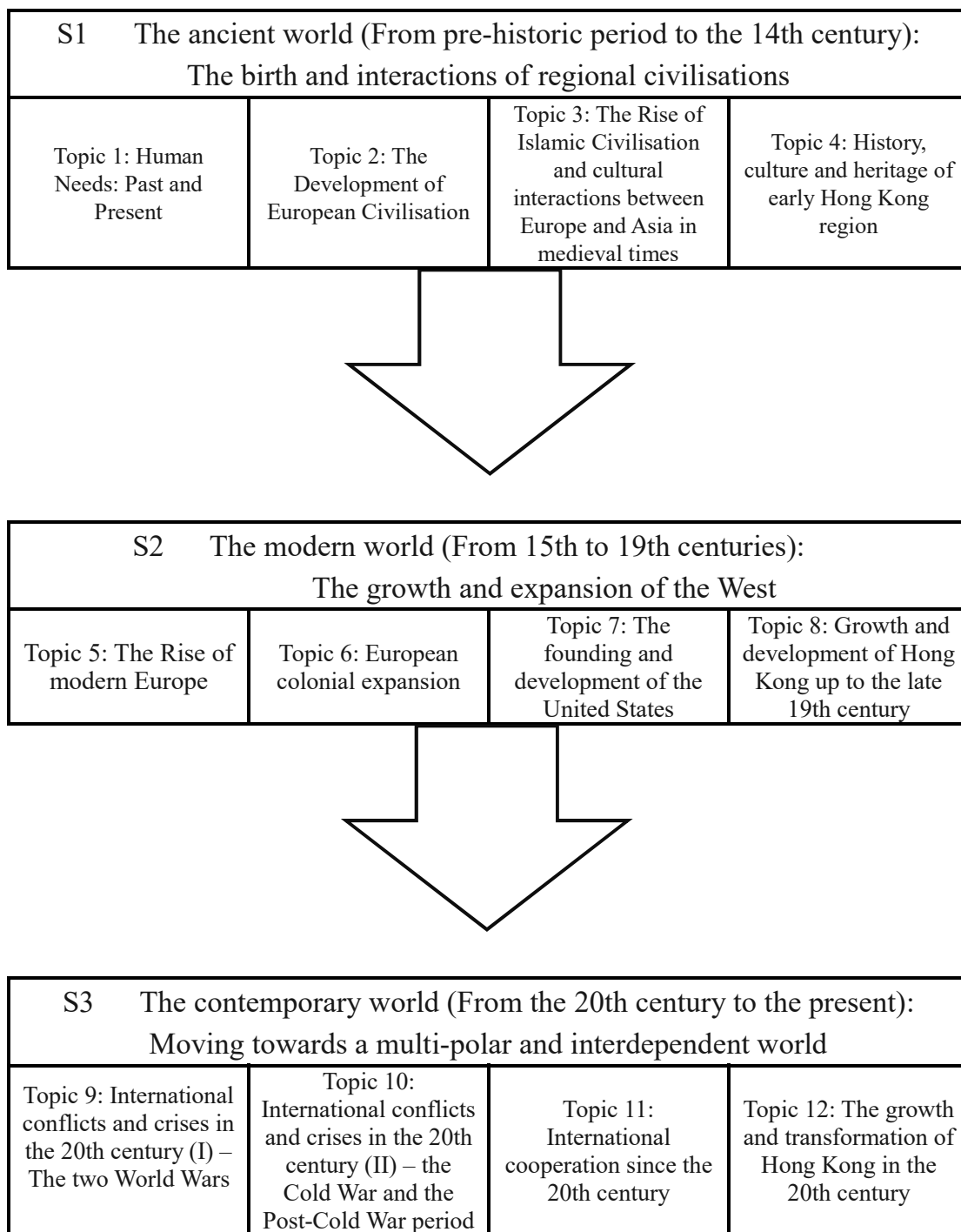


Figure 2.1 Curriculum structure of the junior secondary History curriculum

As an indispensable part of the PSHE KLA, the History curriculum (S1-S3) is closely related to Strand 2 (time, continuity and change) and 3 (culture and heritage) of junior secondary PSHE KLA. The learning objectives of these two strands can be achieved through the learning and teaching of this curriculum and the Chinese History curriculum (S1-S3). In planning the implementation of this curriculum, schools and teachers should also refer to the relevant parts of the *Personal, Social & Humanities Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6)* (2017), such as parts about learning objectives of Strand 2 and 3 as well as core elements / essential content for learning in these two strands.

In order to provide a flexible framework for schools to make adaptation to the curriculum according to their school contexts and students' diversity in abilities and interests, 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. (Please refer to Figure 2.2).

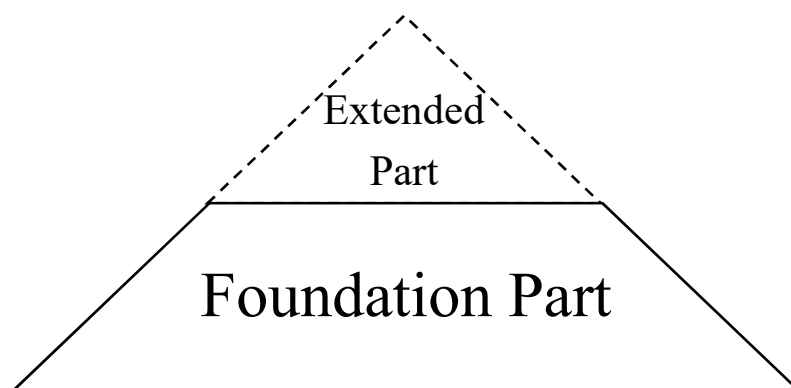


Figure 2.2 Composition of each topic

Moreover, to facilitate teachers adopting enquiry approach in class, 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. Teachers are reminded that there could be alternative ways of structuring the enquiry of each particular topic, and they should always exercise their professional judgement in designing the flow of their lessons with reference to the interests, abilities and needs of their students. (Please refer to Figure 2.3).

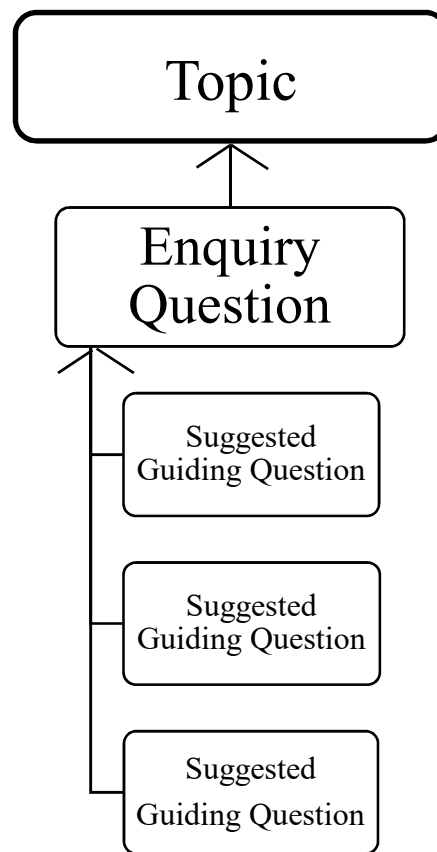


Figure 2.3 Using enquiry approach to study history

2.4 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 1 on pp. 89-111 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 students or those interested in this topic 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
1. Human needs: past and present — What basic human needs led to the emergence of early civilisations? What are the main characteristics of early civilisations?	<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 students or those interested in this topic may further study the lifestyles of different classes in medieval Europe.

Topic & enquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
2. The development of European civilisation a. Overview of ancient Greek and ancient Roman civilisation - What legacy has the classical European civilisation left to us? b. Medieval Europe and the making of Christendom - What were the characteristics of medieval Europe?	<ul style="list-style-type: none"> • Introduction of classical civilisation • Legacy of classical civilisation and its meaning for today • 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 civilisations left to us today? • 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 	18

* 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 fields of culture, art, scientific technology, and analyse the results and impact of the cultural interactions between Europe and Asia (e.g. the spread of Greco-Roman civilisations and the widening of European horizons by Islamic civilisation in the late Medieval Times).

More able students or those interested in this topic 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
3. The rise of Islamic civilisation and cultural interactions between Europe and Asia in Medieval Times <ul style="list-style-type: none"> - How related were the achievements of the Islamic civilisation and cultural interactions between Europe and Asia in Medieval Times? 	<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 	10

* 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 major 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 residents 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 students or those interested in this topic may study more than one case, and compare their similarities and differences.

Topic & enquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
4. History, culture and heritage of early Hong Kong region - How do we find the imprints related to the historical development of Hong Kong region?	<ul style="list-style-type: none"> The major groups and the great clans Case study: Getting to know the lives of local residents 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) ✓ Conduct oral history ✓ Analyse change and continuity ✓ Connect history with daily lives 	8

* 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 students or those interested in this topic 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
5. The rise of modern Europe - How did new ideas and progress in science and technology foster significant development in the west?	<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 and the Ottoman Empire in Turkey which had been important centres of civilisations in Asia? Why did they gradually decline after the 18th century?* 	<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) 	22

* 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 students or those interested in this topic 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
6. European colonial expansion - What impact did European colonial expansion have on the peoples in the Americas, Africa and Asia?	<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 students or those interested in this topic 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
7. The founding and development of the United States (US) - How was the United States founded? What were the major internal and external developments of the country after its independence?	<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?* 	✓ Trace historical background and development ✓ Analyse the turning point of history ✓ Analyse causes and impacts	10

* 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, Americas 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 students or those interested in this topic 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
8. Growth and development of Hong Kong up to the late 19th century: - What impact did the British colonial rule and different local organisations have on the development of Hong Kong?	<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 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 students or those interested in this topic may choose more than one case study.

Topic & enquiry questions	Learning points	Suggested guiding questions	Suggested historical skills	Periods
9. International conflicts and crises in the 20th century (I) – the two world wars <ul style="list-style-type: none"> - What did people learn from the two world wars? 	<ul style="list-style-type: none"> • Relations among countries in Europe, America and Asia and reasons for their conflicts before the two world wars • Decolonisation of Asia and Africa, and the rise of the “Third World” in the post-war period • Case study (Choose 1 out of 2, study one more case for the extended part*): <ul style="list-style-type: none"> - Wars and inventions: the total war, new military warfare, and other inventions (e.g. medicine and daily necessities, etc.) - Genocide: using the Holocaust as an example 	<ul style="list-style-type: none"> • What were the 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? How can we avoid making the same mistake? 	<ul style="list-style-type: none"> ✓ Analyse change and continuity ✓ Analyse the turning point of history ✓ Induce the characteristics ✓ Understand different interpretations of major historical issues ✓ Analyse how historical events connects with daily lives 	18

* 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 students or those interested in this topic 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
10. International conflicts and crises in the 20th century (II) – the Cold War and the post-Cold War period - What were the major conflicts during the Cold War? What were the changes in the international situation after the end of the Cold War?	<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 the turning point of 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 students or those interested in this topic 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
11. International cooperation since the 20th century - How did international cooperation in the 20 th century work for peace?	<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 in the inter-war period 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 of Hong Kong to the motherland.

More able students or those interested in this topic 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
12. The growth and transformation of Hong Kong in the 20th century - <i>What are the factors that enable modernisation in Hong Kong in the 20th century?</i>	<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 of Hong Kong to the 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 local culture?* 	<ul style="list-style-type: none"> ✓ Trace and classify ✓ Analyse causes, results and impacts ✓ Analyse the turning point of history ✓ Trace the historical development 	10

* The extended part

2.5 Time Allocation

The total time allocation for this 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%

Schools are reminded that the total time allocation for this curriculum should be comparable to other junior secondary PSHE subjects, namely Chinese History, Geography and Life and Society at S1-3. Schools should also refer to the *Personal, Social & Humanities Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6)* (2017) in planning the lesson time allocated to different PSHE subject curricula. In brief, at the junior secondary level, other than 25% of the total lesson time for PSHE allocated to the learning and teaching of Chinese History, the remaining 75% of the total lesson time should be allocated to the learning and teaching of other core elements / essential content for learning in the junior secondary PSHE KLA curriculum.

Chapter 3 Curriculum Planning

3.1 Guiding Principles

Teachers should plan and develop a balanced and coherent History curriculum (S1-S3) which enables students to acquire basic knowledge of the human past and skills of investigating the past, and cultivate positive values and attitudes. The guiding principles are as follows:

- (a) Curriculum planning should be accompanied by consideration of the rationale and design principles of this curriculum and the PSHE KLA Guide, students' needs and the schools context, as well as the characteristics of the discipline of history.
- (b) Curriculum planning should take into account students' learning experiences gained at primary level especially the prior knowledge acquired in General Studies, and the foundation knowledge and basic skills required by senior secondary History, Liberal Studies, and other PSHE subjects.
- (c) Curriculum planning is important to help students master the fundamental historical concepts (such as time and chronology) and skills (such as distinguishing different types of historical sources) in the first months of the junior secondary education. They are essential for understanding other more advanced concepts and ideas in the later learning stage.
- (d) Allowance should be made for students' diverse needs, interests, abilities and learning styles.
- (e) An ideal course design should provide sufficient challenges for students of different abilities.
- (f) It is crucial for the curriculum to provide a coherent learning experience of History for students who will continue to study the subject at senior secondary level as well as those who will not take History in S4-6.

3.2 Curriculum Planning Strategies

Based on the above guiding principles, when planning the implementation of History (S1-S3), schools should focus on (a) developing the junior history curriculum with a balanced and sufficient coverage of major historical periods and patterns of changes in world history so as to ensure a smooth interface between primary, junior secondary and senior secondary education, (b) catering for students' learning needs and embracing learner diversity, (c) integrating learning with assessment, and (d) linking with other learning experiences and life-wide learning opportunities.

3.2.1 Interface with primary and senior secondary education

History may not be a new subject to most students first entering the junior secondary level as they may have acquired some basic knowledge related to the development of Hong Kong or some major historical events that have great impact on today's world in their primary education, in particular the study of General Studies, for example, knowing Chinese history and culture through monuments in Hong Kong, the preservation and inheritance of cultural heritage and important historical events that influence global development (e.g. war and peace). However, the core disciplinary concepts of History such as time and chronology, cause and effect may still be unfamiliar to the secondary school newcomers. Therefore, to ensure continuity in the learning experiences of the students, schools and teachers are advised:

- to gain an understanding of the curriculum contents of General Studies for primary schools and how this subject is taught and learnt in schools.
- to obtain knowledge about S1 students' prior learning experiences through class sharing, students' reflection of their learning experiences in General Studies and/or providing pre-class activities or tasks to review students' related learning experiences. With this information, teachers can plan appropriate learning experiences to help students manage learning in S1.
- to cover fundamental historical concepts (such as time and chronology) and skills (such as distinguishing different types of historical sources) in the first two topics to be taught in S1 so as to build up a solid foundation students' future learning of history.

On the other hand, History (S1-3) also shares the responsibility of preparing students to study History, Liberal Studies as well as other subjects in the senior secondary level. As the senior secondary History curriculum focuses on the major

historical development of 20th century world, it is crucial to provide students with an all-round world history background in their junior secondary education so that they can have a general understanding of the human past and the major background forces that have shaped the 20th century world which facilitate them to study the senior secondary History. Furthermore, junior secondary History also provides students with the required foundation knowledge to study the senior secondary Liberal Studies, which is a core subject. Through studying junior secondary History, students can acquire essential background knowledge and skills which equip them for studying several modules of the senior secondary Liberal Studies, such as Hong Kong Today, Modern China, and Globalisation. Schools and teachers should plan their junior secondary History curriculum with sufficient coverage of different historical periods and key events to help students acquire the necessary foundation knowledge and skills and better prepare them to study Liberal Studies and other senior secondary PSHE subjects.

3.2.2 Catering for learner diversity

Learner diversity can be expressed diversely in personal interests, cultural background, learning styles and abilities. Catering for learner diversity is possible by curriculum planning and diversifying teaching strategies (learning and teaching strategies will be further elaborated in Chapter 4). The design of the revised curriculum provides flexibility for schools, teachers and students with choices, as one way to embrace learner diversity. In the curriculum, there are foundation parts and extended parts in all 12 topics. The foundation parts provide students with basic knowledge of the topics while the extended parts are designed for the more capable or interested students to explore deeper on the topics. In the perspective of curriculum planning, teachers may spend all lesson time (the total time allocation for this curriculum will be approximately 33 hours of lesson time, which is approximately 50 teaching periods of 40 minutes lesson time each year) on the foundation parts of 12 topics, or may also 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. Teachers may also spend more time on the foundation parts and/or provide extra support to consolidate students' learning. In this case, the curriculum content can be reduced to cover only the foundation parts of 12 topics. For students who have stronger motivation to learn and higher ability, teachers can make use of the remaining 20% of the total curriculum time to teach the extended parts of some topics/all 12 topics so as to deepen or broaden students' understanding on the selected topics.

Schools and teachers are encouraged to adopt the extended parts of the curriculum

to enhance students' historical understanding as well as their learning interests in history. Teachers may make reference to the interests, abilities and needs of students and adopt the extended parts of some topics/all 12 topics. Besides, in view of the limited lesson times to some schools, after introducing related foundation knowledge in classes, teachers may consider encouraging more capable or interested students to explore the extended parts on their own so as to develop their self-directed learning skills.

3.2.3 Integrating assessment with learning

Assessment is an important integral part of the learning and teaching process. It promotes learning by providing evidence relevant to students' learning outcomes, giving feedback to teachers and informing them to revise their teaching strategies. Curriculum and assessment planning should be carried out simultaneously and aligned with each other, so that assessment may promote learning. Teachers are advised to refer to Chapter 5 of this document for the assessment strategies suggested in History Curriculum (S1-3).

3.2.4 Linking with other learning experiences and life-wide learning opportunities

Life-wide learning generally refers to the learning experiences that take place beyond the classroom. Teachers may make good use of resources and facilities at their schools and in the communities to create suitable learning environments (combinations of time, place and people) for particular educational purposes. Such experiential learning in authentic environments enables students to achieve certain learning goals that are difficult to attain through classroom learning.

Nowadays, it is a usual practice for schools to frequently provide students with various life-wide learning activities outside the classroom to enhance student's learning interest in history, such as museum visits, heritage visits, historical field studies, mainland study tours, and attending seminars conducted by academics or experts, etc. From the curriculum planning perspective, teachers should consider the followings before organising these activities:

- How can the objectives of the curriculum be fulfilled by organising these activities?
- How much lesson time would it take? Will it be organised during or outside normal lesson time?
- How can we integrate learning from outside the classroom with what is learnt in the classroom?

3.2.5 History and Values Education

One of the renewed learning goals in the *Secondary Education Curriculum Guide (2017)* is to enable students to ‘become an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society’. To fully achieve the above-mentioned goals, values education is of paramount importance.

One of the aims of learning history is to help students develop positive values and attitude, and cultivate them as responsible citizens with national identity and global perspectives through the study of historical issues and figures. When studying history, teachers can make use of words and acts of different historical figures and the outbreak and development of historical events to sharpen students’ sense of mission and sense of responsibility, so as to foster their proactive attitude toward life and establish a life target of pursuing truthfulness, compassion, and beauty. Moreover, when planning this curriculum, teachers can provide students with a wide range of learning experiences such as visiting historical buildings and heritages, learning in workshops and experiencing intangible cultural heritage, so as to develop students’ sense of responsibility to treasure heritage, antiquities and monuments, and conserve the cultural heritage.

Moreover, through the History curriculum, students can understand from a historical perspective that the Hong Kong Special Administrative Region is an inalienable part of the People's Republic of China as a historical fact and the close relationship between the development of Hong Kong and the historical and cultural ties with China. The Basic Law is the constitutional document for the HKSAR, which is closely related to students’ everyday life. The primary and secondary curricula, including the History curriculum, have already covered Basic Law education. When teaching relevant topics in this curriculum, teachers may naturally connect the subject contents with the elements of the Basic Law education to facilitate students’ understanding of the origin and background of the Basic Law and do not need to handle them separately or even to teach the articles of the Basic Law. Figure 3.1 shows the topics and learning contents that are related to Basic Law education in this curriculum.

Level	Topic(s)	Learning contents related to Basic Law education
S1	Topic 4: History, culture and heritage of early Hong Kong region	<ul style="list-style-type: none"> • The major groups and the great clans • Case study: Getting to know the lives of local residents through intangible cultural heritage (local customs and festivals).
S2	Topic 8: Growth and development of Hong Kong up to the late 19 th century	<ul style="list-style-type: none"> • The establishment of British colonial rule
S3	Topic 12: The growth and transformation of Hong Kong in the 20 th century	<ul style="list-style-type: none"> • Transformation of Hong Kong in the post-WWII era and the return to motherland

Fig 3.1 Topics and learning contents that are related to Basic Law education

Lastly, one of the unique contributions that the study of History can make to the general education of young people is to broaden their global perspectives which will facilitate their understanding of the complex, diverse and interdependent world in which they are living, as well as the opportunities and challenges found in the regional and international contexts in which both our country and Hong Kong are situated. The History Curriculum (S1-3) provides solid historical knowledge foundation for students to understand the world today and develop their global competence which “is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development”.¹

3.3 Curriculum Organisation

The History Curriculum (S1-3) is designed in chronological order. It is composed of 12 topics, with a particular theme suggested for each school year. The three-year curriculum helps students understand the trend of world development and its impacts on the present day. Schools may adopt independent or integrated subject modes to

¹ OECD (2018). *Preparing Our Youth for an Inclusive and Sustainable World – The OECD PISA Global Competence Framework*

implement the curriculum according to their school context. However, with an aim to broaden students' global perspectives and enhance their comprehensive understanding of human history, whatever subject mode schools adopt to teach History, schools should ensure that the core elements / essential content for learning in Strand 2 and 3 of the PSHE KLA curriculum are covered, such as key characteristics of different major historical periods and patterns of change in local, national and world history. Reference should also be made to the *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6)* (2017).

3.3.1 Progression

In this curriculum, the chronological framework is clearly defined so that students are expected to learn history of the ancient world, the modern world and the contemporary world in S1, 2, and 3 respectively. In addition, the planning of this 3-year curriculum should take students' learning progression into consideration. For example, teachers should consider:

- the prior knowledge and skills students have acquired in primary schools;
- the relevancy of the topics to students' daily lives;
- the expected learning contents of each topic;
- the linkage of themes among the 4 topics for each school year;
- the students' cognitive, intellectual and social development in relation to the key focuses of the updated PSHE KLA Guide including (1) humanistic qualities; (2) entrepreneurial spirit; (3) values education; (4) e-learning; (5) generic skills and their integrative use; (6) promotion of national and global understanding; and (7) language across the Curriculum.

In the context of history learning and teaching, progression does not mean an increase in the amount of the information that students can recall. It should refer to students' ability to engage in historical enquiry and their master of the use of different historical concepts and skills. From the perspective of history education, historical knowledge can be divided into substantive knowledge and disciplinary or second-order structural knowledge.² From the aspect of substantive knowledge which refers to the substance of history like names, dates, places, events and concepts, S1 topics about the ancient world provide students with foundation knowledge for understanding the early

² Levesque, S. (2008). *Thinking Historically: Educating Students for the Twenty-first Century*. Toronto, Buffalo : University of Toronto Press

centres of civilisation and how the cultures of different regions of the world interacted with one another. S2 topics bring students to the modern world which is an essential background for them to study the history of the 20th century, which includes the two world wars, Cold War and post-Cold War period in S3. From the aspect of second-order or structural knowledge which is “the conceptual tools needed for the study of the past as a discipline”, teachers are advised to introduce basic historical concepts (such as chronology, cause and effect, change and continuity) and skills (such as the skills to distinguish the types of historical sources) in S1 topics, and move on to more advanced concepts (such as historical significance and historical interpretation) and skills (such as the skills to identify different interpretations of some historical events and figures, or the skill to evaluate different historical sources used in order to make valid conclusion) in S2 and 3 topics.

3.3.2 Tailoring for school-based integrated curriculum

In addition to adopting independent subject modes, some schools currently adopt an integrated subject mode such as Integrated Humanities in the implementation of their junior PSHE curriculum except Chinese History. As Integrated Humanities is usually composed of two or more subjects in the PSHE KLA, there is a need for schools to have a PSHE coordinator to meet and communicate with the respective panel chairpersons about the time allocation and core learning elements to be covered in the integrated subject. For those schools that have adopted integrated subject mode in structuring their S1-3 PSHE curriculum, History panel chairpersons and teachers should communicate with the PSHE coordinator and the respective subject panel chairperson (e.g. Integrated Humanities) to ensure that the contents of the foundation parts of 12 topics in this curriculum can be properly covered in their schools’ junior secondary integrated PSHE curriculum. For schools which adopt mixed subject mode, i.e. Integrated Humanities in S1 and S2 including learning elements of History and independent subject of History in S3, History teachers should have a holistic planning of the one-year S3 History curriculum for smooth interfacing with the senior secondary History curriculum. However, it is undesirable for schools to offer S3 History without any learning elements of History in S1 and 2 to their junior secondary students. It will deprive students of their opportunities to learn key historical events in the ancient, medieval and most of the modern times which are important for them to develop their global perspectives.

3.4 Curriculum Management

3.4.1 Understanding the curriculum and learning context

It is important for curriculum leaders and teachers of History to have a good understanding of the rationale, aims and framework of this curriculum. They should also understand the key focuses in the *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6)* (2017) for effective curriculum planning. The History curriculum, together with the other PSHE subjects should cover the six strands of the PSHE curriculum. They should also understand the vision and mission of their school, its strengths and policies, its major concerns and the characteristics of their students, especially their learning abilities, interests and needs, in order to formulate and plan a junior History curriculum suitable to the needs of the school and students

3.4.2 Planning the curriculum

The History curriculum (S1-3) allows flexibility for schools to cover the foundation parts with or without the extended parts in the 12 topics according to school context. In the overall planning of the curriculum, teachers make decisions on the arrangement of the curriculum content, the learning and teaching strategies adopted, and the assessment criteria and modes of assessment in accordance with the existing PSHE KLA curriculum framework of their own schools, aims of this curriculum, and the characteristics of teachers and students.

3.4.3 Building capacity

In order to better equip teachers who are going to teach this curriculum, History panel heads should work with the other panel heads concerned to formulate plans for professional development so as to enhance teachers' subject knowledge and pedagogical knowledge and skills, which in turn, will facilitate students' learning. Formal or informal sharing through panel meetings or even mini workshops are possible ways to disseminate good practices and exchange experiences and discuss common concerns. As for enhancement of teaching effectiveness, lesson observation, team teaching and collaborative lesson preparation among panel members are useful means for them to learn from one another the various pedagogies applicable to history teaching and for experienced History teachers to support the non-major teachers implementing the curriculum. To keep abreast of the latest curriculum changes, learning

and teaching strategies and assessment practices, teachers may: a) attend seminars, workshops, teacher's sharing session and study trips both local and outside Hong Kong (including the mainland), and activities related to learning and teaching of History organised by Curriculum Development Institute, EDB or other professional organisations such as museum and universities; and b) build or join networks with other schools and conduct various types of professional dialogues and sharing to foster mutual support.

3.4.4 Cross-curriculum collaboration

Cross-curriculum collaboration can take place among the subjects within the PSHE KLA. The common practice is collaboration between History and Chinese History teachers such as co-organising different life-wide learning activities namely museum visit, field trip to Ping Shan Heritage Trail and study tours to Guangzhou and Quanzhou to learn about the history of the Silk Road / Maritime Silk Road and the Islamic civilisation in Asia which are some of the common topics related to the two history subjects. Furthermore, when teaching some topics such as “the experience of the early Chinese labourers in the US”, teachers of the two history subjects can co-organise a knowledge enrichment talk for students to understand the history of overseas Chinese and their heart-touching stories. Another usual partner for History subject is Geography. For example, History and Geography teachers can jointly organise a field trip to Cheung Chau to study the “Cheung Chau Jiao Festival” as well as “the physical environment and coastal landforms of Cheung Chau”.

Moreover, cross-KLA collaboration is also possible and an obvious example is “language across the curriculum”, which is one of the key focuses in the updated PSHE KLA Curriculum Guide. According to MOI policy in schools, History is usually one of the subjects which require collaboration with English teachers and provide English teachers with the historical context to teach specific terms and sentence patterns. For example, History teachers can provide the historical background of the Second World War and Hong Kong under Japanese occupation in S3 lessons while English teachers provide students with vocabulary or phrases related to the above-mentioned historical events, give them quotes about wars and train them interview skills to enable the students to investigate the historical sites relevant to the Japanese occupation in Hong Kong and collect tourists' views on the Second World War during a field trip to Stanley on Hong Kong Island.

Chapter 4 Learning and Teaching

History has long been perceived as the story of mankind and a factual account of the past. However, history education has experienced dynamic changes over the years and has gone far beyond this. History has shifted from single narratives in class to an interpretive and analytical discipline both inside and outside the classroom. In the twenty-first century with global change and information explosion, it is essential to give students the means to engage in more critical study of the past by knowing how to determine the validity of evidence for reconstruction of the people and events in the past.

Today, the focuses of history learning are using enquiry-based approach and developing historical thinking. Apart from acquiring historical knowledge, students need to understand basic concepts such as historical significance, continuity and change, progress and decline, evidence and historical empathy. In view of this, guidelines for effective learning and teaching of history are suggested below for teachers' reference.

4.1 Guiding Principles

- **Building on strengths:**
Teachers are willing to share their effective strategies in building historical concepts or constructing historical knowledge through seminars and workshops and their good practices are also disseminated in form of resource packs or online materials in the History webpage of the Curriculum Development Institute (CDI), the Education Bureau (EDB). Students' feedback on lessons such as their responses to new topics in trial lessons is essential to inform planning of learning and teaching strategies. These strengths of students and teachers should be acknowledged and treasured.
- **Acknowledging students' prior knowledge and experience:**
Learning tasks and activities should be planned with reference to the prior knowledge and experience of students. Pre-assessment can help teachers find out what students know about a topic before they study it.
- **Setting clear learning objectives:**
Understanding students facilitates teachers to set up clear learning objectives so as to inform students what they should know, understand, and do in a particular lesson

or learning task.

- **Enhancing student interest:**

Effective learning takes place only when students are interested in learning. Students are motivated and engaged by conditions such as novelty and relevance to their daily life experience. Effective questioning and feedback on personal relevance may facilitate classroom interaction.

- **Learning through enquiry and self-directed learning:**

In this revised curriculum, there is one enquiry question and several guiding questions for each of the twelve topics for students to explore and learn proactively and find out more about the topic instead of relying on teachers' explanation in class.

- **Catering for learner diversity:**

Students have diverse learning needs as they have different interests, learning styles and abilities. Teachers should cater for learner diversity by adopting a range of appropriate strategies to allow for variations in the pace and depth of learning.

- **Using e-learning resources:**

The use of mobile apps, digital tools and e-learning resources provides easy access to information which enables learning to take place beyond the classroom and outside school hours and allows students to be more in control of their learning process.

- **Offering life-wide learning opportunities**

Life-wide Learning (LWL) in form of museum visits, field trips both local and outside Hong Kong (including the mainland) and heritage tours in this subject enables students to learn in an authentic historical context and attain the learning goals which may not have been achieved in classroom learning.

- **Developing historical empathy**

Students should develop the ability to see the past from the standpoint of the people they are studying, rather than through the lens of present-day norms and values, and should be able to form their own judgments.

- **Connecting assessment to learning and teaching**

Feedback and assessment is an integral part of learning and teaching. Different

assessment methods such as class observation, oral presentation, project learning and field-trip studies should tie in with the learning objectives so as to understand students' learning progress and inform the future planning of strategies.

4.2 Approaches and Strategies

The major aims of this curriculum are the construction of historical knowledge, development of historical skills and cultivation of positive values and attitudes. Apart from those disciplinary skills, the curriculum also provides meaningful contexts for the development of generic skills such as critical thinking skills and creativity as well as humanistic qualities, for example caring for the well-being of others and cherishing history and culture.

There are different learning and teaching approaches such as direct instruction, enquiry and co-construction. Teachers should adopt a variety of approaches and strategies to suit the content and focuses of learning, and to address students' diverse needs. Among all these approaches, the enquiry approach is highly recommended for the learning and teaching in History (S1-3). Teachers may refer to the enquiry questions and guiding questions of each topic in the curriculum framework and guide students to respond to those questions in order to construct historical knowledge and develop historical skills.

4.2.1 Enquiry learning and Self-directed learning

History is a discipline which may adopt the enquiry approach to help students construct an understanding of individuals and collective groups in relation to time. Students are required to determine the validity and reliability of evidence in order to analyse and acquire a better understanding of people, events, and ideas in the past. In this learning process, students are offered opportunities to become active learners, applying historical thinking skills and carrying out critical and creative learning.

The enquiry approach is quite different from direct teaching approach. The former is more student-oriented while the latter is more content-based. Most students find it much more enjoyable and challenging to find out what they want to study than just learning facts. For example, they may distinguish facts from opinions, raise questions and build up concepts from reading primary sources, through collaboration instead of working alone or access multiple resources instead of relying on textbooks. These approaches may take more time but they are meaningful learning activities in terms of historical

learning. Moreover, teachers can allow students to write learning journals or other coursework to enhance their writing and organisation skills during the process of enquiry learning. It helps students recollect and reflect on their learning, enhances their writing skills and contribute to self-directed learning. Meanwhile, teachers can provide opportunities for students to refer to good samples and facilitate peer learning. In this process, teachers' feedback and encouragement are indispensable. Please refer to Appendix 2 for an example of writing learning journals to nurture students' writing skills and self-directed learning.

When applying enquiry to the learning and teaching of History, the role of teachers and students are learning facilitators and active learners respectively.

As learning facilitators, History teachers should be able to:

- provide guidelines to help students explore enquiry questions;
- set up an engaging environment;
- gather resources to facilitate both interaction and self-learning;
- lead students to explore for more information;
- prompt thinking and accept many possible answers;
- give timely guidance and make a conclusion at the end of the enquiry learning;
- nurture students to develop an objective, balanced and respectful attitude to historical facts in the enquiry process; and
- foster passion, curiosity and interest in learning history.

In the enquiry process, students are active learners instead of mere information receivers. They should:

- apply their prior knowledge to respond to enquiry questions;
- engage actively in learning;
- raise questions and look for appropriate learning tools;
- collaborate closely with others;
- share learning experiences with peers; and
- reflect on learning experiences and evaluate their own learning progress.

Enquiry approach is a way to make history learning interesting and innovative. Instead of memorising isolated facts, students should be encouraged to think historically about the past. For example, why is it easier for the Europeans to pick up French, Spanish, German and other European languages? How different is the territory of the United States today from the founding of the nation in 1776? Which commonly used names come from Greek myths? How were pyramids built in Ancient Egypt with

the transport and the technology at that time? Why do we use both Arabic numbers and Roman numbers today? A History teacher adopted an enquiry approach in the topic “Outbreak and Impact of the First World War – Paris Peace Conference and the Treaty of Versailles”. Students took the role of different countries, discussed their respective demands at the Conference and presented their discussion results. The lesson encouraged the students to engage in the enquiry process so that they could actively raise questions and find out answers. History can be revisited from new perspectives as there are too many topics of interest that are related to the daily lives and personal experience of students. Teachers should accept diversified questions and answers and celebrate students’ curiosity and imagination, which are necessary for enquiry learning.

Please refer to Appendix 3 for an example of learning history topics through an enquiry approach.

Some schools have adopted enquiry approach to try out the topics in the revised curriculum. For example, S1 students of a school were asked to find out what impact the ancient Roman civilisation had on our world today. They started their enquiry by comparing the past and present in terms of calendar, architecture, law system, writings and political systems in order to understand the legacy of the ancient Roman civilisation. S1 students of another school made good use of primary sources such as data from the Report of the Census Office of the Hong Kong Government in 1911 and the GeoInfo Map from Lands Department today to explore more about the major groups and the great clans in early Hong Kong. Moreover, based on the enquiry question “What did people learn from the Second World War?” suggested in the curriculum, a History teacher conducted two S3 lessons on the Holocaust and required students to complete a pre-lesson task, class discussion and a post-lesson task first, and then fill in a graphic organiser including six major elements (what, why, when, who, where and how) (Fig. 4.1). By the end of the lessons, students constructed new knowledge through scaffolding in peer group activities and reflected on how to build a peaceful world.

For more details and exemplars of respective lesson plans and strategies, please make reference to the *New inspirations in learning and teaching- New Resource Pack for the Revised Curriculum of Junior Secondary History (Volume 1)* published by the Education Bureau (EDB) in 2019.

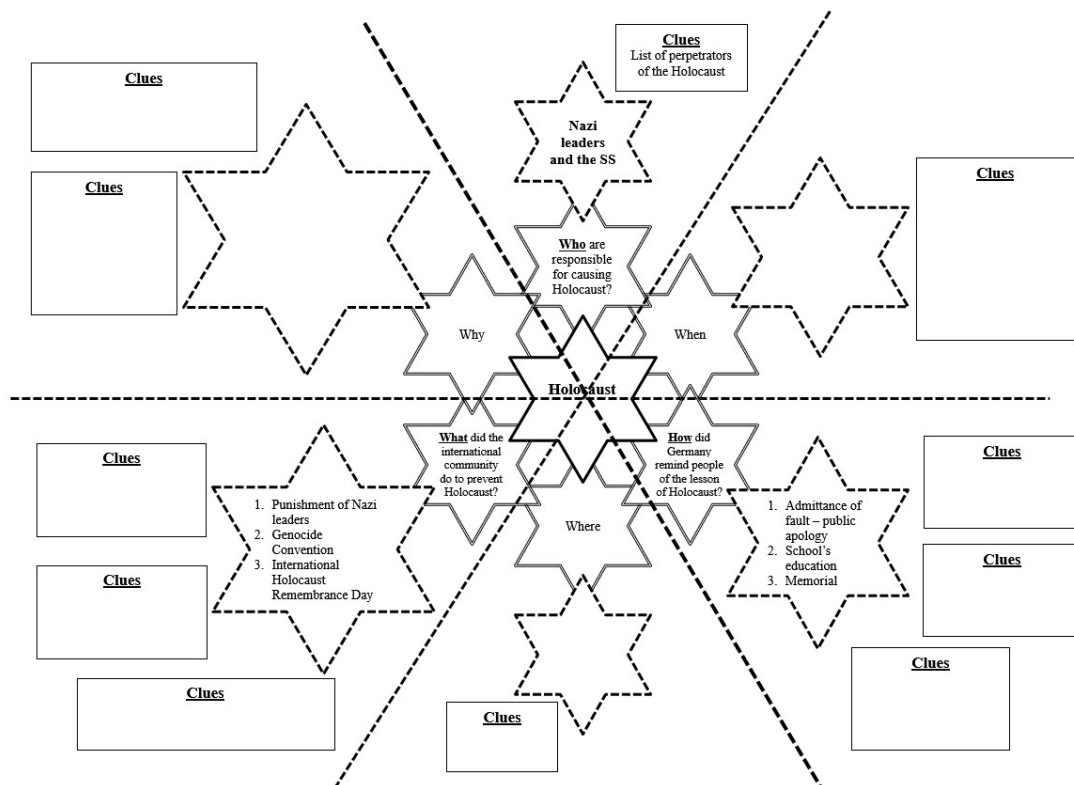


Fig.4.1 Graphic organiser for the lessons on Holocaust

4.2.2 Source-based learning in history

In the process of historical enquiry, the use of historical sources enables our students to reconstruct the context and situation of a historical problem from multi-dimensional perspectives. When students analyse a historical problem, they need to grasp a variety of historical sources and evaluate the validity of the evidence critically in order to deepen the understanding of and form personal viewpoint towards a historical topic. Hence, historical sources provide the evidence for students to enquire historical problems and form personal judgments. Adopting an enquiry approach in learning with the use of historical sources helps enrich students' historical imagination and understanding and develop their historical competency. The application of historical sources is indispensable to students' historical enquiry.

History teachers can design learning activities so that they facilitate the students use of historical sources during the process of enquiry to form answers to historical questions. Teachers may use primary sources as concrete examples in learning and teaching strategies, such as the personal letters, diaries, personal narratives, photographs, memoirs, and oral history; official sources including newspapers, public

and government publications and archives, speeches and court records; and artefacts for example grave stones, buildings, tools and household implements. These primary sources were produced at the time of the event or period under investigation, which help create a sense of reality in learning history and stimulate curiosity and empathy among students. Teachers may also use secondary sources, such as later newspaper accounts, biographies, documentaries, commentaries and encyclopaedias. From these materials that were produced after the period or event under investigation, students can read from them and build a more holistic understanding with various interpretations of the historical event or issue. Under History teacher's guidance, students can develop the ability to explore historical problems in context through studying first-hand personal narratives with feelings and views towards the event or issue; analysing different interpretations from various secondary sources also helps cultivate the value of respecting different perspectives among students and develop their ability to make impartial and reasonable judgments towards historical problems. In this way, source-based enquiry approach is conducive to forming historical concepts and fostering historical literacy among our students.

Nonetheless, teachers should adapt the historical sources in their learning and teaching strategies in order to enhance the effectiveness of students' learning in History. For example, in Topic 8 "Growth and development of Hong Kong up to the late 19th century", History teachers should first provide students with the basic facts of the establishment of British rule and system to equip them with appropriate prior knowledge to understand the official documents of the Hong Kong government in the late 19th century. The use of language in some old historical sources can be very different to our use of language today, hence, teachers can teach students some reading skills so that they can make sense of the content in the sources. Other than the availability and accessibility of the source materials, History teachers should also consider their authenticity and validity. Moreover, historical sources may possibly contain "hidden persuasion" or even biased viewpoints. Teachers should carefully select the source materials and avoid using offensive, racist and sexist materials. Where necessary, teachers may supply alternative information and viewpoints so that students can understand historical issues in a more objective and in-depth manner.

4.2.3 E-learning

Information technology (IT) is changing the learning and teaching process both inside and outside the classroom. With the rapid development of IT, History teachers are now able to arrange visual and audio classes by using computers and the Internet.

Students can view documentary films or relevant video clips in their mobile devices. They may watch the films again at their own learning pace and respond to the questions posed by teachers, and then share their views with peers via different electronic platforms. IT may promote interactive learning with effective use of pedagogies; otherwise it may hinder student-to-student interaction and affect learning effectiveness. In some cases, History teachers observed that it was too quiet in class because students were too engaged in their own tablets to have peer discussion. Thus, when using an e-learning strategy, teachers should adapt the learning and teaching strategies so that the learning tasks can be achieved through collaboration instead of individual work. In this way, the impact of e-learning could be enhanced.

To facilitate students to understand the religion and culture of Ancient Egypt, some teachers tried to bring ancient Egyptian architecture, in form of a 3D model of Tutankhamun Tomb, into the classroom. Students were invited to explore this Pharaoh tomb by wearing 3D glasses virtually and respond to quests presented by Augmented Reality (AR) technology. Doors leading to the coffin of Tutankhamun would be unlocked after the completion of these AR quests. This teaching idea was a good attempt to explore the feasibility of integrating history learning with e-learning.

Moreover, e-learning can be conducted beyond the classroom. In trying out the topic “Growth and transformation of Hong Kong in the 20th century”, two schools collaborated to integrate e-learning with field trips by using an e-learning platform with two functions. The first one was to browse the site(s) using the technology of Virtual Reality (VR) for pre-trip preparation and the other was to locate the hot spots using Global Positioning System (GPS) with specific tasks during the field trips. With the use of this e-learning platform, students were able to locate the tombs of important people such as Ho Tung and Ho Kai in the Hong Kong Cemetery and learn about their contributions to Hong Kong in the 19th century and early 20th century. Students finished their tasks on site and submitted their answers and feedback to teachers through the same platform. A field trip to Wong Nai Chung Gap Trail was another good attempt. As part of the pre-trip preparation, students first conducted a virtual site visit with the use of 3D glasses, contemplated some questions about the strategic importance of these sites and then submitted their photos and answers to teachers through the e-learning platform. This method allowed teachers to check students’ understanding of the Battle of Hong Kong during the period of Japanese Occupation.

IT makes it possible for teachers to access various resources from all over the world. History teachers should use IT to build up a rich data bank of resources for various

purposes such as pre-lesson preparation in the form of flipped classroom and selecting materials for e-learning tasks. Nowadays, quite a number of mobile applications are commonly used for assessing students' learning progress in class and enhancing their learning interest. These applications are generic and can be used in all subjects. We can make it more subject-specific by exploring the use of Augmented Reality (AR) and Virtual Reality (VR) to create authentic historical contexts for students to experience the site visit or historical trips beyond time and space constraints.

The mobile app on Local Heritage Studies – History Trip Go Easy: Cheung Chau Jiao Festival developed by the Education Bureau (EDB) in 2017, which adopts Augmented Reality (AR) technology, creatively incorporates field trips into the learning and teaching of intangible cultural heritage (ICH) and enhances students' understanding of ICH. For example, students can experience the Jiao Festival by using AR to visit the festival area on non-festival days and view the composite-scene parade in the streets which are too crowded for field study during the festival days. Moreover, using virtual field trips to study the Cheung Chau Jiao Festival is also a good alternative to conventional field trips when the latter is not feasible due to time and resource constraints, liability and safety concerns, or adverse weather conditions.

This mobile application provides students and teachers with online and offline versions to be used on tablet computers and smartphones. Teachers and students can scan the following QR Code to download this app and/or browse the e-book version by clicking the following link: <http://historye-learning.edb.hkedcity.net/>.



iOS version



Android version

For effective use of e-learning tools in learning and teaching, History teachers should understand their students' interests, learning styles and ability before integrating IT into their lessons:

- electronic information literacy skills of your students, especially those which involve collaboration and the thoughtful use of historical information;
- prior knowledge of your students to perform the task(s) and their interests to work

individually or in groups;

- students' ability to respond to and reflect on questions through various media; and
- students' ability to present and share their ideas using different mobile applications or electronic platforms.

For more details and exemplars of respective lesson plans and strategies, please make reference to the *New inspirations in learning and teaching- New Resource Pack for the Revised Curriculum of Junior Secondary History (Volume 1)* published by the Education Bureau (EDB) in 2019.

4.2.4 Learning history outside the classroom

History learning may take place beyond the physical setting of a classroom when teachers guide students to conduct observation and enquiries with careful planning and clear expected learning outcomes. Some schools have their own history room and even historical trails in their campus and school history is introduced to the History curriculum for the cultivation of students' historical literacy. Learning may extend from schools to the community where sites for visits can be carefully chosen to match the learning objectives and contents of the curriculum.

Please refer to Appendix 4 for an example of promoting history learning and cultivating historical literacy through campus facilities.

A wide range of choices for extended learning and field experience help students consolidate what they have learnt in class. Visits to churches, temples, mosques and cemeteries are examples of enriching students' understanding of different religions and cultures including those of the ethnic minorities in Hong Kong. As such, the focus of observation can be put on the features and styles of buildings and architecture, symbols of religions, rules for followers or rituals and ceremonies, etc. Historical skills and humanistic qualities can be developed through comparison and appreciation of different cultures. In view of limited human resources and time constraint, cross-disciplinary site visits or projects are recommended to enrich students' knowledge on different levels.

Visits to museum and heritage trails are common outdoor learning activities. When a teacher designs relevant visit activities, the focus should be on specific subject curricular needs and learning points for targeted learning. Exhibition themes should match the curriculum contents and students should be guided to engage in targeted learning. For example, field trips to study heritage buildings and site visits to observe

intangible cultural heritage (ICH) item(s) are all meaningful learning activities for students to see, feel and touch what they could not have done so in class. Teachers may lead students to visit historic sites in Admiralty and Central. Through locating and observing these historic buildings, students can link up these buildings to form a holistic landscape and thereby understand how the British formed the colonial rule in Hong Kong and the present usages of these revitalised historic buildings. Lastly, visiting historic buildings and experiencing ICH directly help nurture students' care for antiquities and monuments and guide them to take responsibility for cultural conservation and inheritance.

Other than museum visits and preset heritage trails, cemeteries have also been valuable venues for History learning in recent years. Some cemeteries built in the mid-19th century, such as the Hong Kong Cemetery in Happy Valley and St. Michael Catholic Cemetery, have been important burial grounds of important ethnic minorities who had made contributions to Hong Kong. When leading the students in site investigation, teachers may make use of the designs and inscriptions on the tombstone to and guide students to understand the society and economic conditions in early Hong Kong, the diversification and internationalisation of Hong Kong in the past and the rise of local Chinese leaders and their influence; at the same time, teachers may also teach students to respect the people who had made contributions to Hong Kong in the past and teach them the required etiquette when conducting site visits in cemeteries. With e-learning, teachers may use different mobile applications or electronic platforms to designate investigation checkpoints in the field trip, upload photos, introduce the deceased and set questions for students to practise self-directed learning through mobile applications in the cemetery.

Please refer to Appendix 5 for an example of turning community resources into valuable learning and teaching resources.

Interviews in oral history is another option for history learning outside the classroom. Students can work collaboratively to find evidence not only from documents, artefacts, buildings, cartoons, photographs but also the memories of people who are able to give impressions, feelings and details of a certain period, a particular event or a historical figure of their time. Oral history may start with families, schools, neighbourhood and community.

Careful planning and good preparation are necessary for organising all sorts of learning activities outside the classroom. It is essential to draw students' attention,

sustain their interest and provide a memorable learning experience. For example, pre-trip preparation, activities that take place during the trip and follow-up activities are all important. In the preparatory stage, teachers should set clear learning objectives, choose a suitable site, provide students with relevant historical knowledge and help them focus on enquiry questions. During the trip, teachers should help students engage in the trip with inquiring attitudes. Debriefing after the trip allows students to clarify misunderstandings, share ideas and apply what they have learnt.

4.2.5 Learning through historical empathy

Empathy is to put yourself in others' shoes in order to understand how they feel or why they make certain decisions even though you may not have the same background or experience of those people. Empathy can be used as a tool for historical understanding to support the learning and teaching of this curriculum. However, historical empathy cannot be done without historical imagination and contextualisation. Therefore, History teachers should contextualise the thoughts and relics of the past or the actions of historical persons in history to facilitate students' understanding of those who lived in the past. For example, when students play the role of a Jew in a concentration camp during the Second World War, they should have basic ideas and knowledge of the Nazi invasion, Hitler's beliefs and anti-Semitism so that they can identify themselves with historical persons in the historical context, observe history through the eyes of those who lived in it, understand the atrocities of war and the misfortune of the Jews at that time and learn from history. A school teacher had tried to teach the extended part of Topic 7 "The founding and development of the United States (US)" about the Chinese labourers in the United States in the 19th century. The teacher first used various historical texts and comics to understand the hardship of Chinese labourers in the US and then asked the students to take a role among the characters in the cartoons and expressed their feelings about the character. Under the appropriate guidance of a teacher, this kind of role-play activity can develop students' humanistic qualities, such as respect and care about the well-being of others, treating others as equals and be willing to contribute to the common good, and nurture their positive values and attitude.

In this way, History teachers should provide students with sufficient historical sources for creating the historical context and use different multimedia resources to stimulate students' imagination and enhance historical understanding. As such, historic movies and documentaries are powerful cinematographic tools which offer the audience re-creations of events and people of the past and take students back to a

realistic context in the past. Other than movies and films, activities such as role-playing, site visits or even virtual field trips are also good choices to enrich students' historical knowledge and enhance their ability to experience the past from evidence. Historical imagination and contextualisation make the way for historical empathy. Through empathy, students are able to understand the thoughts and motives of people in the past, realise their situations and assess the consequences of their actions or decisions.

However, teachers must carefully select primary sources to let students make judgements of the past from different perspectives and viewpoints. When applying historical imagination and historical empathy, students should be reminded not to judge the past through present-day lens. Our set of norms, values and beliefs today are very different from those in the past. In order to understand why people thought and acted the way they did in their times, we have to see the world as they saw it.

4.2.6 Reading to learn history

There is a strong connection between reading and history as teachers can teach history through reading. Reading in focus enables students to know and understand people, ideas, and events of the past in a more interesting way. Taking Topic 7 “The founding and development of the United States” as an example, teachers may assign students to read books on the Native Americans and ask them to focus on the interaction between Native Americans and Europeans. Students can further explore the similarities and the differences of America before and after the founding of the nation since 1776 using the skills of comparing and contrasting. Teachers can also use novels or biographies relevant to the curriculum content to enrich students' understanding towards history, such as reading *The Autobiography of Benjamin Franklin* to know more about the history of American Revolution.

When some teachers tried to teach the extended part of Topic 10 “The Cold War”, they selected short biographies for students to learn about five historical figures including Winston Churchill, Ho Chi Minh, Mao Zedong, J.F. Kennedy and Mikhail Gorbachev. To cater for learner diversity, teachers further designed a worksheet (Fig. 4.2) to facilitate easy reading while the more capable students or those who have interest in this topic may read the whole book. Tasks were designed to consolidate their understanding of the qualities of leadership in the context of Cold War period. Please refer to part of the work sheet below for details.

Figure 4.2

Worksheet – Historical figure research
<p>Select one of the following leaders in the Cold War period, and read the relevant short biographies:</p> <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 -) <p>Complete the following tasks after reading:</p> <ol style="list-style-type: none">1. Introduce the personal qualities of a leader in no less than 150 words;2. Explain how the leader in the Cold War you selected is/was able to demonstrate the personal qualities you introduced in (1);3. Attach a photo of the leader in the Cold War you selected;4. Design a poster about the leader in the Cold War you selected;5. Explain the design of your poster in no less than 50 words.

4.3 Catering for learner diversity

Learners are unique as they have their own interests, learning styles, religious beliefs, cultural background and abilities. Learner diversity is common in classrooms and is sometimes considered as hindering learning and teaching because it may be difficult for teachers to take care of students who learn in different ways and have a different learning pace, which affects the learning outcomes of students. Yet, teachers should appreciate and value the diversity as student differences can be seen as an opportunity to expand their learning capacity because they may complement each other in the learning process.

Teachers should provide students with a comfortable, safe and respectful learning environment which is conducive to each individual student. They should understand their students in terms of their interest, learning style and ability and allow time for students to learn about one another and appreciate the differences among themselves. Only when teachers are connected with students can they understand what students want to learn, how they can learn better and which tasks can appropriately challenge them and maximise their capacity. In a differentiated classroom, student differences are

noted and they are given choices in learning content, in the ways they learn and in various forms they can display what they have learnt. The most important thing is to understand our students and design materials, activities and tasks which match their learning needs.

4.3.1 Understanding students

Teachers may connect with students in many ways, and listening to them is the one of the most important of them all. Other ways, such as talking at the door, using chat groups through mobile devices, watching or joining students' activities, sharing personal experiences or inviting them to their stories and examples are possible ways to build relationship with students. In fact, apart from daily observation and interaction with students, teachers may also make use of some tools to develop preliminary understanding of students in History class at the beginning of the school year. For example, History teachers may conduct a simple survey to learn students' readiness, interests and learning styles by asking students to fill in a questionnaire (Fig. 4.3a) and converting the data into a bar chart (Fig. 4.3b) for easy reference.

Fig. 4.3a

Questionnaire A (To be completed by students)

Name: _____

Class: _____

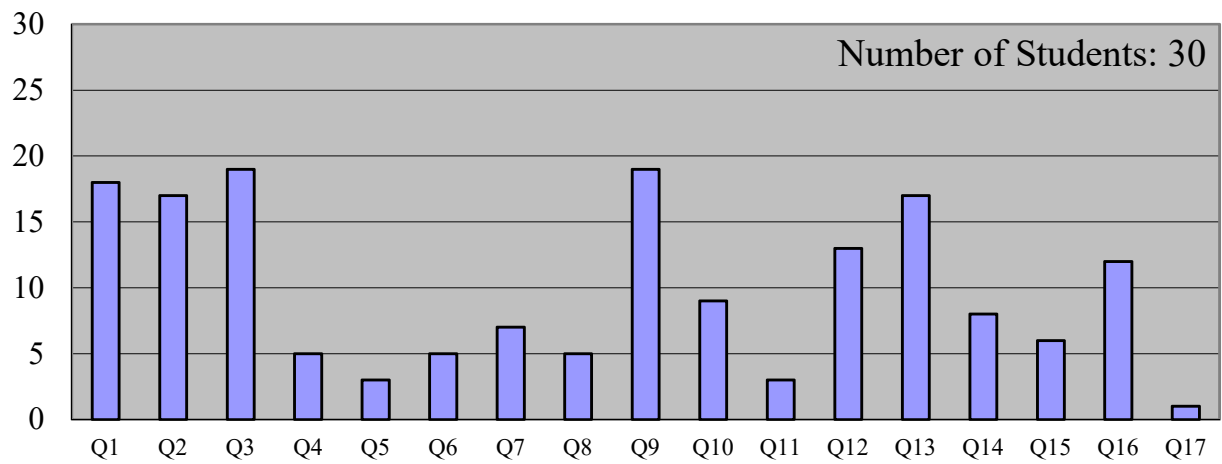
Date: _____

Choose the appropriate description and circle the numbers next to them.

1. I like History.
2. I like stories about human beings.
3. I enjoy watching videos in class.
4. I enjoy searching information on the Internet.
5. I like role-play.
6. I like oral presentation.
7. I like projects.
8. I like written work.
9. I like extended learning (e.g. museum visits, further reading or creative assignments).
10. I like to complete learning tasks on my own.
11. I like to work in pairs.
12. I like to work in small groups.
13. I need clear instructions to complete an assignment.
14. I like to create my own steps on how to complete an assignment.
15. I like to learn by moving and doing.
16. I like to learn while sitting at my desk.
17. Others: _____

Adapted from Tomlinson, C. and Imbeau, M. (2010). *Leading and managing a differentiated classroom*.
Alexandria, Va.: ASCD

Fig. 4.3b



Apart from using questionnaires, teachers may use student learning profile cards to create a handy database of student records. Each card may indicate the student's reading and writing level, learning styles and interests. A record form (Fig.4.3c) is another way to keep track of students' performance and learning profiles. The questionnaire results and information collected from daily record forms are useful for helping teachers understand students' interest, learning style and abilities.

Fig. 4.3c

Record Form B (To be completed by teacher)

Teacher is requested to fill in the form below based on students' performance in class and assessment in any form, as well as daily chats, in order to identify students' characteristics and understand their learning progress which can facilitate the design for differentiated lessons.

Notes:

(1) We set three levels only.

(2) Teacher is not required to fill in every box for every student at the same time. Once you spot their characteristics, please mark them down.

Level: 1 requirement not attained / 2 attained / 3 attained more than required

Class No.	Reading level R(1-3)	Writing Level W(1-3)	Group(G)/ Solo (S)	Interests	Visual(V) Auditory(A) Kinesthetic(K)	Critical thinking skills C1(1-3) Collaboration skills C2(1-3) Creativity C3(1-3)
e.g.	R1	W1	S	Drawing	NA	C3(3)
e.g.	R3	W3	G	Computer	V/A/K	C1(3), C2(3)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Adapted from Tomlinson, C. and Imbeau, M. (2010). *Leading and managing a differentiated classroom*. Alexandria, Va.: ASCD

For more details and exemplars of respective lesson plans and strategies, please make reference to the Learning and Teaching Resource Pack for Secondary History Curriculum- *How to cater for learning diversity in History class* published by the Education Bureau (EDB) in 2017.

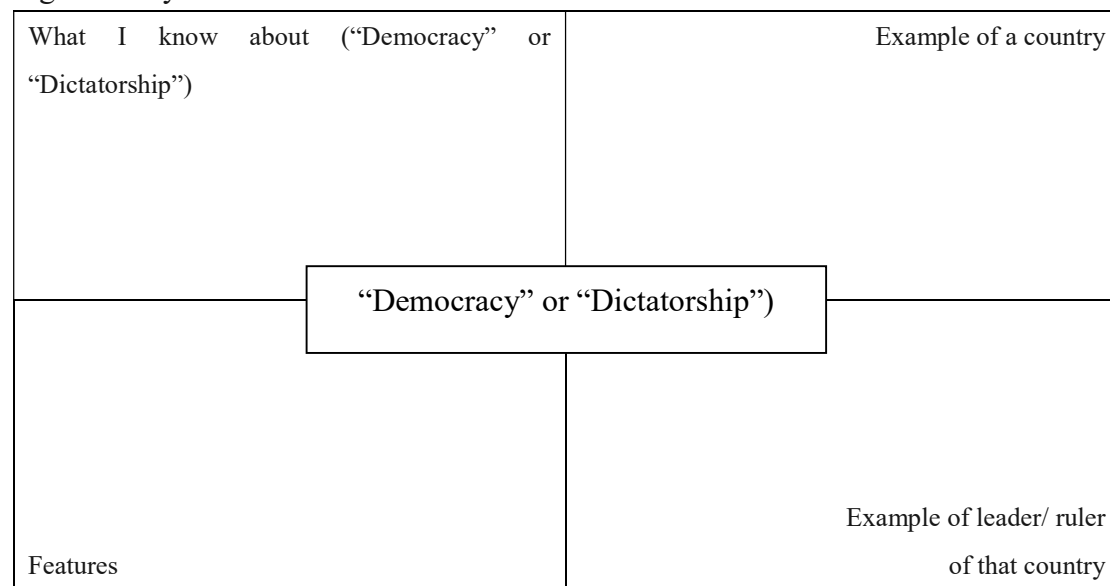
4.3.2 Assessing students' progress

On-going assessment includes pre-assessment and formative assessment, and helps teachers understand where students are in relation to the extent of achieving their learning objectives. This is vital to high-quality, differentiated teaching. Pre-assessment is a way to find out what students are interested or what prior knowledge they already possess. It is usually conducted in the form of pre-test, observation or questioning. For example, History teachers may make use of the interest questionnaire (Fig. 4.4) to find out what students are interested before they start the lesson on ancient Roman civilisation; and the Frayer Model (Fig. 4.5) to understand student readiness for the topic “Life in Greek City-states” before the lesson starts.

Fig. 4.4

Interest Questionnaire		
Class: _____	Date: _____	
<p>What do you want to know about ancient Roman civilisation? Choose TWO of the following questions that you are most interested in (Put a ✓ in the box).</p>		
Legend about Rome:	Why do people use the “she-wolf” as the symbol of Rome?	
Economic activities:	How did the ancient Romans earn a living?	
Social life:	How did the ancient Romans spend a day?	
Town Planning:	Why do people say ‘All roads lead to Rome’?	
Religion:	What gods/goddesses did the Romans believe?	
Others:	Add your own question here.	

Fig. 4.5 Frayer Model



Please refer to Appendix 6 for an example of catering for learner diversity in a Secondary 1 History lesson using the Frayer Model.

Formative assessment in the form of group work, observation, self-evaluation and peer evaluation is to keep track of and check if students have attained the learning objectives. Exit Card (Fig. 4.6) is a form of formative assessment. It can be done by students before the end of the lesson. For example, the Exit Card can help History teachers assess how much students have learnt about the topic on the American Revolution. Teachers may decide what the students should write on the card and understand their learning progress by reviewing their exit cards to inform the planning of the next differentiated lesson.

Fig. 4.6

Exit Card - The American Revolution

Name: _____ Class: _____

- Name 1 internal factor and 1 external factor that contributed to the American Revolution.
- Briefly explain which factor you believe is more important.

4.3.3 Differentiated instructional strategies

Teachers using diversified strategies in classrooms does not necessarily mean that they are using differentiated instructional strategies. The strategies should match students' diverse learning needs. Differentiated instruction is a way of thinking and planning about learning and teaching. Teachers should understand students and keep connected with them through various means. With relevant information and data which reflect students' interests, learning styles and abilities, teachers may start to plan what students need to learn, how they will learn it and how they will display what they have learnt.

In differentiated classrooms, flexible grouping arrangement is commonly used to allow students to engage in individual or group work according to their learning needs. Jigsaw is a strategy for flexible grouping. For example, in a S3 History lesson on the impact of the Treaty of Versailles, students may form discussion groups according to their interest and readiness and then choose the reading materials labelled with numbers. The content includes text, data, maps and video clips. Those with the same numbers form expert groups accordingly. After members from expert groups return to their respective discussion groups, they will report their findings of specified areas to their group members and finally to the class. In this way, students are given choices for taking in information according to their interest and ability, and making sense of the information through group discussion and expressing what they have learnt by presenting their findings to everyone in class.

Some differentiated instructional strategies have been tried out in junior secondary History classes. Colour and Shape Contract, Learning Menu and RAFT are chosen as examples from the resource pack for Secondary History Curriculum- *How to cater for learning diversity in History class* published by the Education Bureau (EDB) in March 2017.

- **Colour and Shape Contract**

This is a learning contract between teacher and student. Students are given choices to select the tasks by colour and shape. The contract below is about the Life in Greek city-states: Athens and Sparta (Fig 4.7). Students are required to choose one task from each row. The red circle is a pre-assessment task that addresses students' readiness. After they have chosen one red circle in the first row, they have to complete the task by explaining why the collected source is useful. Teacher may allow the students to present their learning outcome so as to check student's learning outcome, clarify

misconceptions and explain concepts. After students learn the features of Athens and Sparta, they have to choose one out of three follow-up tasks in the yellow triangles in the second row. Students may opt to draw a poster, design a logo or write a title for a storybook in order to consolidate their learning about the main points of Athens or Sparta. The blue squares in the last row shows three integrative take-home assignments. Students utilise their prior knowledge and what they have learnt in the lesson and use their imagination to write a journal about a visit to Athens or Sparta, design an application form for migration to either Athens or Sparta or draw an advertisement to attract people to migrate to Athens or Sparta.

Fig. 4.7 (extracted from *How to cater for learning diversity in History class*, p.26)

Learning Contract:
Colour and Shape Contract

Topic : Life in Greek city-states: Athens and Sparta

Due Date: _____

Collect one picture / cartoon showing ways of life in Athens / Sparta	Introduce a video / video clip showing ways of life in Athens / Sparta	Introduce one book on Athens / Sparta
Draw a poster	Design a logo	Write a title for a storybook
Write a journal	Design an application form for migration	Draw an advertisement

Signed by student(s): _____

History

- **Learning Menu**

It caters for learner diversity in terms of students' readiness, interest and/or learning style. This takes the form of a learning contract signed between the teacher and student and has to be completed before a due date. In addition to the core learning activities, there are choices for extended activities. The learning menu shown in Fig. 4.8 is about the effects of the Industrial Revolution. The main dishes stand for core learning activities which are compulsory tasks, the side dishes offer choices while desserts are optional only. This makes room for students to further explore the topic according to their interest and ability.

Fig. 4.8 (extracted from *How to cater for learning diversity in History class*, p.89)



- **RAFT**

RAFT is an acronym for Role, Audience, Format and Topic. In a RAFT activity, students are given different roles and they need to write on given topics with particular formats for specified audiences. The focuses of the example below (Fig. 4.9) are to enable students to understand how the Jews suffered from the Holocaust during the Second World War. Students assume a specific role and write to a target audience. This activity helps students learn about past events in an empathetic manner.

Fig. 4.9

Role	Audience	Format	Topic
The Girl in Red (A character in the movie, <i>Schindler's List</i>)	Her parents	Message for help	Save me!
A German woman who was married to a Jew (A character in the movie, <i>Life is beautiful</i>)	Nazi officer at the train station	Request letter	We want family reunion!
Anne Frank (A Jewish girl)	Family members of Anne Frank	Diary	We are being arrested!

The above examples are differentiated instruction strategies used to cater for learner diversity in History class. Before using these strategies, teachers should make sure that students are ready for the topic by providing them with necessary inputs and preparation for students to opt for their learning tasks or assignments. For example, students are required to watch specified video clips related to the Holocaust or read relevant materials before they start to do the RAFT assignments.

Please refer to Appendix 7 for an example of catering for learner diversity using RAFT.

Chapter 5 Assessment

The word “assessment” takes root from *assidere*, a Latin word which means “to sit beside”. This can be taken to mean that teacher-student connection is essential in assessing students’ learning, their learning progress and difficulties. It can be seen that assessment does not simply mean examinations and tests, or using “marks” to rank students’ performance. Assessments require teachers to understand the students they teach, find out what they have learnt during the learning process and how they learned these things, and let students know their progress as well as guide them to a desirable learning destination.

Learning, teaching and assessment are interconnected. Through various forms of assessment, teachers, schools and parents are well informed of students’ strengths and weaknesses. Through observation and making use of assessment data effectively, teachers can improve learning and teaching standards to address the diverse learning needs of students. Internal assessment is usually divided into two types, namely formative and summative assessment to check students’ understanding and help them improve learning.

5.1 Guiding Principles

Teachers should observe the following guiding principles for assessing students’ learning effectiveness in this junior secondary History curriculum:

- All sorts of assessment should be student-centred. They should aim at advancing student learning. Students should be encouraged to become independent learners and be given adequate opportunities to think historically and use historical skills in their assessment;
- Assessment should be aligned with learning objectives including knowledge and understanding, skills, attitudes and values in this curriculum. (For details, please refer to Section 2.5) It should also be aligned with students’ learning experiences;
- Appropriate assessment tools should be adopted to identify students’ needs and assess their progress in acquiring knowledge, mastering historical skills and developing a correct attitude towards history;

- Students should be given rubrics or criteria for self- and/or peer assessment to evaluate if they have attained their learning targets and observe their own progress.
- Timely and specific feedback in the form of verbal suggestions or written comments should be provided for students to understand their strengths and weaknesses, and to make improvements in their learning;
- Diverse modes of assessment with different levels of questions should be adopted to stimulate students with different aptitudes and abilities to maximise their capacity for learning.

5.2 Aims of assessment

Assessment aims at achieving three major objectives, namely Assessment of Learning, Assessment for Learning and Assessment as Learning.

5.2.1 Assessment of Learning

Summative assessment serves the purpose of assessment of learning. It generally takes the form of tests after the completion of a unit or topic and examinations at the end of a school term. It aims at collecting data and evidence of students' learning outcomes after a certain period of study. The level of attainment in student learning is usually assessed with grades and marks. It provides assessment data for reporting learning outcomes to students, teachers, parents and schools.

Summative assessment is a useful tool for improving student learning if it aligns well with curriculum and pedagogy. It can be used formatively after a test or examination. According to the Plan-Implementation-Evaluation cycle (PIE), teachers should make good use of assessment data to identify students' strengths and weaknesses for the planning of lesson objectives and implementation of effective teaching strategies. Some teachers have started to use e-assessment tools to facilitate the collection of data, which is especially useful in revealing students' learning difficulties.

5.2.2 Assessment for Learning

Formative assessment is a way of assessment for learning which is integrated into learning and teaching. It aims at providing students with answers to questions about their learning such as where they are, how they are doing and where they are going next.

For formative assessment, teachers should set up learning objectives, clarify the purpose of the lesson, learning activities and tasks to students, provide students feedback about their performance and suggest ways for them to improve.

Formative assessment is about guiding students, not judging them. Its ongoing approach enhances the interaction between teachers and students and promotes learning. Instead of merely marking and filling grade books, it is more about informing instructions. Unlike summative assessment which takes place mostly after finishing a unit or topic, formative assessment can also be taken place before and during a lesson. While both assessment of learning and assessment for learning provide data and evidence of students' learning outcomes for teachers to evaluate and adjust their curriculum planning and teaching strategies, the latter places extra emphasis on developing students' knowledge and understanding in a continuing and dynamic manner through synchronous assessment.

5.2.3 Assessment as Learning

Assessment as Learning further expands the role of Assessment for Learning as it encourages students to assess their own work and monitor their own learning journey. It aims at increasing learner autonomy and facilitating students to transform from passive to active assessors by engaging them in critical reflection. Teachers and students have their respective roles. The role of the teacher is to set appropriate learning goals for students, help them develop their own learning objectives, and provide guidelines to support students in thinking reflectively to monitor their learning progress. With teachers' help and guidance, students are able to formulate their own learning objectives, choose the appropriate strategies to achieve them, and monitor their learning progress by using reflective and self-assessment tools.

Assessment as Learning, regardless of peer feedback or self-assessment or any other ways, empowers students to initiate and monitor their own learning. Student reflection on learning guides the establishment of their future learning objectives and the planning of learning strategies to achieve them. It provides opportunities for students to make improvement in learning and engage themselves in assessing their own learning.

5.3 Assessment Strategies and Practices

From the perspective of History education, historical knowledge can be divided

into two categories: substantive knowledge and disciplinary or second-order structural knowledge (see Chapter 3, section 3.3.1 for details). Hence, how should we assess our students' understanding of these two sets of different but inter-related knowledge? In fact, we need a variety of assessment tools to capture the different capacities of our students in their understanding of substantive knowledge and their abilities to apply disciplinary knowledge or second-order structural knowledge. The following suggestions are some common assessment practices adopted by History teachers.

5.3.1 Effective Questioning and feedback

Questioning is widely endorsed in teaching and applied throughout the class. It is commonly used for pre-assessment to check students' interest and prior knowledge of a historical topic at the beginning of a lesson and for on-going assessment during the lesson to check students' understanding of a historical concept or contents. It can also be used at the end of the lesson for consolidating students' historical knowledge and understanding. Teachers should ask a wide range of questions to serve different purposes of assessment.

Questioning allows us to find out more about students and is useful for building rapport and showing empathy. Teachers should encourage enquiry learning by asking students to think historically. For example, when students are studying the Industrial Revolution, teachers can ask them the following discipline-specific questions:

- Where and when did the Industrial Revolution start? (Substantive knowledge)
- Which industry was the first to be mechanised at the beginning of the Industrial Revolution? (Disciplinary or second order structural knowledge)
- Which invention during the Industrial Revolution do you think was the most important to human progress? Why? (Substantive knowledge and disciplinary or second order structural knowledge)
- What choices would you make if you wanted to start your own business in the 19th century Britain? In which new industry would you invest? Or would you leave Britain for mainland Europe or the Americas to seek development opportunities? Why? (Substantive knowledge and disciplinary or second order structural knowledge)

These questions start with the substantive knowledge to check students' prior knowledge and understanding, followed by substantive knowledge and disciplinary or second order structural knowledge to provoke student thinking using historical skills

and empathy. When teachers ask higher-order questions, they should give students sufficient prompts and wait patiently for them to answer.

Effective questions should not only engage students in the learning, application, and evaluation of historical content but should also help them learn historical thinking skills. Here are seven criteria for effective questions to guide historical enquiry³:

- Does the question represent an important issue to historical and contemporary times?
- Is the question debatable?
- Does the question represent a reasonable amount of content?
- Will the question hold the sustained interest of the students?
- Is the question appropriate given the materials available to the students?
- Is the question challenging for the students you are teaching?
- What organising historical concepts will be emphasized? (Change over time, continuity, causality, context, or contingency?)

Timely and specific feedback informs students how they are doing. When students understand how well they have performed and what they need to improve, they know how to make adjustments. Here's an example of how specific feedback helps learning in a History lesson:

Teacher: "Why was Thomas Jefferson important in US history?"

Student: "He was the first US president."

Teacher: "Yes, he was the US president, but he was the third one. He did something great for his country. Do you know which famous historical document was written by him?"
(Clarifying answer and giving prompts)

Student: "I see. It's the *Declaration of Independence*."

Teacher: "Exactly! Thomas Jefferson was the Founding Father of America and was the principal author of the *Declaration of Independence*. You search the Internet for a photo of the Jefferson Memorial in Washington D.C., which is dedicated to Thomas Jefferson." (Encouraging further study)

Apart from oral feedback, written feedback should also be specific and let the students know how they are doing and what they should do next. Regardless of which type of feedback, teachers should use a supportive tone and ensure the feedback is

³ Extracted from Lesh, Bruce. A. (2011), *Why won't you just tell us the answer?: Teaching Historical Thinking in Grades 7-12*. Portland, Me., Stenhouse, p.18

respectful and actionable.

5.3.2 Formative assessment tasks

Assessment for learning through various formative assessment tasks can be done individually or in groups. In History class, teachers can assess students' historical knowledge and skills by assigning them to read different kinds of books (e.g. novels and biographies) and materials, or do projects on special themes such as travels and adventures, inventions and progress, war and peace, reforms and revolutions as well as famous historical figures etc., and designing classroom activities. Here are some guidelines for preparing these activities for students:

- The theme of the fiction or biographies should match the foundation parts of this curriculum, for example, reading *The Autobiography of Benjamin Franklin* to understand the history of American Revolution.
- Selection of reading materials should address the diverse learning needs of students. Teachers can adapt the reading materials according to students' interest, readiness and reading ability, such as by providing original, abridged version or extracts of scenarios relevant to the learning tasks; or designing boxed set of flash cards with a history topic on one side and key information on the other side, to check students' understanding of a particular topic through playing games.
- Assessment tasks in the form of book reports, role-play or projects should be done in historical context. Clear guidelines should be provided for students to express their views or show empathy with the experiences of the characters in the stories.
- Maps can be used as an assessment for some curriculum content, such as wars and the territory of European countries in different periods, etc. A learning task that compares historical maps with the maps today can assess students' understanding of change and continuity and their ability of locating historical events in contemporary places. Likewise, making timelines is another task that can assess students' concept of time and chronology according to the incidents or events mentioned in the books or other reading materials.

Movie or documentary appreciation is sometimes used by teachers for formative assessment in History class. Teachers may prepare some focus questions to help students pay attention to a part or episode in the programme. Students can extract relevant clues or evidence from the programme to elaborate and answer the question. Moreover, by guiding students to watch online videos before the lesson, participate in online discussions or complete tasks on e-learning platforms, more teachers have

adopted the concept and method of ‘flipped classroom’ to achieve the purpose of pre-assessment. Students’ class performance can be observed and assessed through other class activities such as small group discussion, storytelling and debates etc. Discussion and assessment can also take place at home, for example, students extend the enquiry on a historical topic from the lesson and assessment activities with the use of e-learning platform. Throughout the discussion, teachers can observe and assess students’ ability to apply knowledge and think deeply and broadly.

Field trips or site visits are common ways for History teachers to assess students outside the classroom. Clear learning objectives and assessment rubrics should be given to students before the trips. Students can be assessed via the following:

- how students make observations and collect data during the trip;
- how students make use of the data collected (e.g. taking photographs and doing interviews for oral history) to make inferences and deepen their historical understanding to reconstruct or interpret the past;
- how questions are raised to learn more about the topic; and
- how reflections and improvements are made on the ability to learn history through field trips.

5.3.3 Self-assessment and peer assessment

Self-assessment and peer assessment are two common methods that put the theory of assessment as learning into practice. Effective practice of formative assessments not only enables students to better understand their own learning progress, but also encourages peer learning so as to personalise their learning and establish their own learning goals. These, in turn, prepare students for lifelong learning.

To launch self-assessment and peer-assessment in school, preparation works are essential. Prior to the implementation, teachers have to decide and prepare a platform for students to put forward self-assessment and peer-assessment. Traditionally, teachers design a learning journal, which may include various types of questions that help students understand their learning progress. Generally, students are required to complete the self-assessment tasks after finishing one specific topic, although in some cases, self-assessment can be implemented before the commencement of a new topic so as to test students’ prior knowledge. With the help of information technology, e-platforms can also be used to implement self-assessment and peer-assessment. In contrast to learning journals, e-platforms provide more flexibility for students to discuss

or even have debates. Thus, it is better for facilitating peer-assessment.

After establishing a routine of self-assessment and peer assessment, it is of utmost importance that students are well-informed about the objectives and meaning of the self-assessment and peer-assessment system. Given students' indispensable role in implementation, teachers have to make sure that students fully understand the practice, criteria and, more importantly, the meaning of the assessments. Teachers should also ensure a positive, encouraging and respectful environment for the smooth implementation of self-assessment and peer-assessment.

Self-assessment and peer-assessment are not meant to lighten teachers' role. Instead of giving a free hand for students to practice self-assessment and peer-assessment, teachers have a vital role in monitoring and taking timely actions to ensure efficient and effective execution. The self-assessment tasks completed by students are valuable materials for teachers to keep track of students' individual performance and the general performance of the whole class. Students can also learn their own weaknesses in learning and seek further improvements from the tasks completed. By making use of this information, teachers may modify the pace of teaching and teaching strategies so as to enhance learning and teaching standards. Meanwhile, teachers' well-timed feedback on students' discussions is also beneficial for students' learning.

To facilitate the implementation of self-assessment and peer-assessment, teachers may create a learning journal for students to complete before or after teaching a historical topic or learning focus. The following are examples used in a local secondary school for teachers' reference.

The society of ancient Egypt

Due: Monday, October 26, 2018 at 11:59 P.M.

In the lesson, you know that the ancient Egyptians took up different roles in the society. Follow the instructions below and discuss their importance.

1. Each group describes one social group and its importance in Ancient Egypt.
 - Group A & B: Priest
 - Group C & D: Merchants
 - Group E & F: Peasants and Fishermen
 - Group G & H: Craftsmen
2. Each student has to comment at least once on any other social group above, and compare its importance with the social group that your group is responsible for.

Posted today at 10:45 A.M.

S2 History

Knowledge Rating Chart—Causes of the French Revolution (1789)

Name: _____ Class: _____ Date: _____

Many factors contributed to the outbreak of the French Revolution (1789). The table below shows different factors that caused the French Revolution.

If you are able to explain how a particular factor caused the French Revolution in a very detailed way, give yourself ‘5’ marks for that question;

If you have only heard of that factor, but cannot explain it, give yourself ‘1’ mark for that question.

Questions:	Basic understanding ← → Deep understanding				
1. Corruption of the government	1	2	3	4	5
2. Effects of the Enlightenment ideas	1	2	3	4	5
3. The government’s financial crisis	1	2	3	4	5
4. Legacy of Louis XIV and Louis XV	1	2	3	4	5
5. Mis-governance of Louis XVI	1	2	3	4	5
6. Natural hazards in the 1780s	1	2	3	4	5
7. Royal extravagance	1	2	3	4	5
8. Social-economic development of France after Louis XIV	1	2	3	4	5
9. The development of the US Revolution	1	2	3	4	5
10. The formation of the Estates-General	1	2	3	4	5

Check your scores here:

Score:	Level description
46-50	You have a very good understanding on the topic. Well-done!
36-45	You have a satisfactory understanding of this topic. Good-job!
26-35	You have a fair understanding of this topic. Make sure that you understand all the problems before starting a new topic.
16-25	You only have a basic understanding of this topic. Do ask your classmates or teachers for help to improve the situation.
10-15	Your understanding of this topic is rather limited. Please ask your teachers for help.

5.3.4 Written tests and Examinations

In a school context, tests and examinations are two common types of assessments. They serve as important tools for teachers to implement both assessment for learning and assessment of learning. Therefore, it is crucial to design a reasonable paper with suitable assessment tasks. In junior secondary level, it is necessary for teachers to design a paper that allows students with different abilities to achieve recognition while understanding their own inadequacies at the same time. In other words, a written test and/ or examination should create a sufficient spectrum to accommodate students’ learning diversity. As a result, it is crucial for teachers to understand the ability required by a particular type of assessment task. By using

different assessment tasks reasonably, teachers can gain a comprehensive understanding of students' ability, which fulfils the target of assessment for learning, while differentiating students with different abilities at the same time, which echoes the notion of assessment of learning.

A test/ exam paper consists of different types of questions, which measures students' different abilities more effectively. Basically, the questions can be roughly divided into two types: 1. Factual recall; and 2. Fact-based analysis. For example, 'completion' and 'matching' assesses students' ability to 'identify' and 'recall', and are thus more related to factual recall. Meanwhile, 'essay-type questions' reflect students' ability in forming stances and illustrating ideas, which is more related to fact-based analysis. The following table shows the common question types used in junior form secondary history tests/ examinations, and the abilities that each question type is associated with. As it is not feasible to list every ability that a particular question type can assess, the Bloom's Taxonomy is adopted in the following table for illustration. Teachers are reminded that the quality of questions rest chiefly on the setting, instead of the question type itself.

Question type	Factual recall	Fact-based analysis	Abilities to be assessed (Based on Bloom's Taxonomy*)					
Completion			1	2	3	4	5	6
Multiple-choice			1	2	3	4	5	6
Matching			1	2	3	4	5	6
Time order			1	2	3	4	5	6
Fact-opinion / True-false			1	2	3	4	5	6
Mapping			1	2	3	4	5	6
Short question			1	2	3	4	5	6
Data-based question			1	2	3	4	5	6
Essay			1	2	3	4	5	6

*According to Bloom's Taxonomy, Level 1: Remember, Level 2: Understand, Level 3: Apply, Level 4: Analyse, Level 5: Evaluate, and Level 6: Create.

While fairness should be extremely valued in assessments, teachers should also ensure that the test/ exam paper can effectively reveal what the students know and are able to do. The following considerations should be taken into account.

- **Balanced coverage**

To set design a quality assessment paper which is fair to everyone, it is important to ensure that marks are evenly distributed to every part of the coverage. This practice can honour those students who do revision comprehensively and diligently on one hand and allow students who do not revise the content thoroughly to get their deserved results on the other hand. History assessments always involve a range of historical skills, including comparison, evaluation, summarisation, etc. As students might not be good at every skill, to ensure fairness and achieve a comprehensive understand on students' ability, teachers should also set questions that involve different skills.

- **Clear language**

Studying history always requires students' to have language ability. However, it is crucial that students' language proficiency should not be the determining factor in affecting their performance. Teachers should try their best to use clear and direct language as well as historical vocabulary suitable to students' standard, so as to enable the students to understand and answer the question properly. Refer to the following question:

What was the conspiracy hidden behind the Molotov–Ribbentrop Pact?

Changing the term 'Molotov–Ribbentrop Pact' to 'Nazi-Soviet Non-Aggression Pact' can reduce the difficulty of the question as students may not understand this term and subsequently do not understand the question. Meanwhile, the phrase 'conspiracy hidden behind' is rather abstract, and the term 'conspiracy' connotes a negative meaning. As a result, it may complicate the question and cause confusion to the students. The term 'conspiracy' in the question actually refers to the agreements on the territorial arrangements and the political consideration of Nazi Germany and Soviet Union. Therefore, the term 'territorial arrangements' is preferred to 'conspiracy'. In this way, in order to set a question objectively and precisely, a more ideal question can be 'Describe the territorial arrangements made in the Nazi-Soviet Non-Aggression Pact (1939)'.

- **Creating suitable space for students to demonstrate their ability**

In a history test/examination, to assess students' critical and analytical ability, open-ended questions are commonly used. Characterised by its openness, there are no fixed answers for open-ended questions. In this sense, students may approach the question in various ways, which may cause difficulties in marking and differentiating students' ability. It is, therefore, important for teachers to avoid ambiguity by using clear and

precise question words as well as to provide suitable time frame to set out the scope of discussion. Refer to the following question:

What do you think about Napoleon?

The above sample question is rather abstract. Both the question phrase ‘what do you think’ and the focal point of the question, ‘Napoleon’, are not specific enough which might cause confusion. When approaching this question, for example, students might comment on Napoleon’s performance on battlefields or they might discuss Napoleon’s achievements as an emperor. In other words, this question is open to too many interpretations which might not necessarily fall within the appropriate historical context or be in line with the purpose of assessment. Therefore, to effectively assess students’ ability and serve the purpose of assessment for learning, a suitable context can be created for questions. Taking the above question as an example, it can be modified by changing the question word from ‘what do you think’ to ‘evaluate the achievements’. It would, however, be too demanding for students as it implies that students need to discuss Napoleon’s achievement from his birth to his death. Another possible amendment is to change the question to ‘Evaluate Napoleon’s leadership in the Battle of Waterloo’. Similarly, it would be too challenging for junior form students since the question is rather narrowly-scoped which means students have to understand the Battle of Waterloo in great depth. Both modifications weaken the effectiveness of the question in differentiating students’ ability. A more reasonable way to set a similar question would be ‘Do you think Napoleon was a capable emperor?’

- **Versatility**

Data-based questions are common in history test/ examination. However, this type of question requires students to demonstrate multiple abilities — understanding, interpretation and evaluation of the sources, etc. The above-mentioned abilities lie scattered in different levels of the Bloom’s Taxonomy. Therefore, to better serve the purpose of assessment of learning and assessment for learning, teachers are advised to add variety to their choice of question types in assessment alongside data-based questions. In some cases, multiple choices questions or true / false questions can be set to test students’ understanding of the sources and to cater for students’ learning diversity.

Chapter 6 Learning and Teaching Resources

This chapter outlines the importance of selecting and making use of learning and teaching resources to enhance students' learning of History. As the nature and the content of the resources vary, History teachers need to select, adapt and, where appropriate, develop the relevant resources to match the curriculum aims and objectives and cater for learner's diversity and the school context.

6.1 Function of Learning and Teaching Resources

The purpose of learning and teaching resources is to provide a basis for students' learning experiences. They include not only textbooks, workbooks and learning and teaching resource packages produced by the Education Bureau or other organisations but also web-based learning materials, computer software, the Internet, the media, resources in the natural environment, libraries and even the prior knowledge and skills of individual students. With effective use of the above learning and teaching resources, teachers can help students consolidate what they have learnt, extend learning, and set learning strategies together to nurture generic skills, positive values and attitudes, and thus lay a solid foundation for students' lifelong learning.

6.2 Guiding Principles

As there are numerous History learning and teaching resources, teachers are advised to refer to the guiding principles for curriculum planning and for developing learning and teaching strategies included in Chapter 3 and 4 of this Guide and select the resources carefully according to the curriculum aims, different learning and teaching strategies and expected learning outcomes.

Teachers should consider the following principles when preparing and selecting learning and teaching resources. Relevant materials should:

- be in line with the curriculum aims and objectives and contain core learning elements of the curriculum;
- arouse students' interest in learning, motivate them to engage actively in learning tasks and inspire them to higher-order thinking;
- support students' access to knowledge through scaffolding to help them progress in their learning;

- cater for learner diversity by providing varied learning activities at different levels of difficulty;
- promote independent learning by complementing and extending the learning activities in class;
- help students present information and ideas accurately and effectively;
- facilitate students' discussion and further enquiry; and
- be affordable to schools and/or teachers in terms of financial costs as well as of the time and effort required to prepare or acquire them.

6.3 Commonly Used Learning and Teaching Resources

6.3.1 Textbooks

Both printed textbooks and e-textbooks, if well-written, are very handy sources that provide detailed information of learning and teaching materials, as well as a framework upon which teachers can easily develop their teaching schedules. However, no single set of textbooks can satisfy the needs of all schools and students. Teachers need to adapt the content of textbooks according to the ability and needs of their students. Teachers should also consider the following principles when using textbooks as teaching resources:

- Textbooks should not be regarded as the only learning and teaching resource used. Solely relying on textbook will not be sufficient for students' effective learning;
- Textbooks should be regarded as a learning tool, and not as the curriculum itself. Teachers can exercise their expertise in selecting, trimming or enriching the content of the textbook and design learning and teaching activities to realise the aims and objectives of the curriculum and achieve the expected learning outcomes; and
- Textbooks generally cannot give students adequate help to master historical concepts, skills and foster enquiry learning. Teachers can use textbooks as a source of information, but not as a means of transmitting all the information to students.

Teachers may refer to a set of *Guiding Principles for Quality Textbooks* in selecting textbooks appropriate to their students' interest and abilities. Information can be accessed from the following link: <https://www.edb.gov.hk/en/curriculum-development/resource-support/textbook-info/guidingprinciples/index.html>

Schools may also make reference to the Recommended Textbook List (RTL) and the Recommended e-Textbook List (eRTL). Printed or electronic textbooks listed on the RTL or eRTL are written in line with the curriculum documents prepared by the Curriculum Development Council and deemed acceptable in terms of content, learning and teaching, structure and organisation, and language used. Information can be accessed from the following link: at <https://cd.edb.gov.hk/rtl/search.asp>

6.3.2 Books

Reading is a pleasurable activity and a cornerstone for lifelong learning. Reading helps develop thinking ability, enrich knowledge, broaden life experience, and bring enjoyment to readers. Reading can transcend time and space and bring readers to roam around events and figures at all times in all countries. “Reading to Learn” has been adopted as one of the Key Tasks since the curriculum reform in 2001. In the updated Secondary Education Curriculum Guide (2017), schools are encouraged to extend “Reading to Learn” to “Reading across the Curriculum” and “Language across the Curriculum” with a view to broadening students’ knowledge base and connecting their learning experiences in different subjects. The updated PSHE Curriculum Guide (2017) sets forth the promotion of the key focus of Language Across Curriculum (LaC), including Reading Across Curriculum (RaC). All in all, reading is still the key to strengthening history learning. History teachers can encourage students to read books of biographies, social documentary, travel, humanities, culture and books from different countries and regions as they can complement the History curriculum to provide rich information regarding the economic, social and political aspects of issues at local, national and global levels. Reading books can enrich students’ knowledge, nurture their interest in various topics, and also sharpen their language skills and widen their global perspectives.

Please refer to *References* for more examples of teachers’ references.

6.3.3 Learning and Teaching Resources provided by the EDB

Apart from textbooks, the EDB has developed a number of printed and electronic resource materials to support the implementation of the History curriculum. Most of these resources, which have been disseminated to schools, are available online. Teachers can visit the EDB’s web page from time to time to choose suitable learning and teaching resources and access the latest publications. Teachers may visit the

following link to acquire the related resources:

<https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/history/index.html>

Please refer to *References* for more examples of learning and teaching materials provided by the EDB.

6.3.4 Community Resources

Making good use of community resources may facilitate history learning. Schools and teachers are encouraged to provide varied learning opportunities to enrich students' History learning experience and extend their learning beyond the classroom.

Government departments, such as museums, the Antiquities and Monuments Office, the Public Records Office and Intangible Cultural Heritage Office, etc., provide different resource materials for historical investigation. Other local non-governmental organisations and community organisations such as the Hong Kong Heritage Project, Tung Wah Museum and Po Leung Kuk Museum, etc., have rich historical documents which could help students to study the facets and changes of Hong Kong in different periods. Schools may work in partnership with these departments and organisations, and arrange activities in different forms to help students learn history more effectively. They may also encourage their students to browse the websites of government departments and other non-governmental organisations for access to and make use of community resources in learning history.

Apart from local departments and non-governmental organisations, teachers can also make reference to the documents or reports prepared by national and regional governmental institutions, quasi-governmental organisations, and intergovernmental bodies to acquire more updated official information and data. Meanwhile, non-governmental organisations (NGOs), community organisations, civil organisations, experts, academics, and independent persons can also provide students with different levels of information and analyses and help students develop more comprehensive historical perspectives. Teachers can make use of these resources to enrich students' learning experience, implement History education outside the classroom and connect the knowledge in classroom learning with real-life situations.

6.3.5 Technology and web-based resources

The rapid advances in technologies have changed the pedagogies of History education into a more interactive and student-centred approach. The strategic use of technology can transform learning and teaching by enhancing student engagement, improving access to information and enriching and diversifying learning. Instead of being the fount of all answers, teachers will facilitate learners to ask right questions and help students construct their own knowledge. Students will move away from rote learning to a learning mode that develops higher-order and critical thinking skills. Through the use of technology, it enhances student learning history by:

- providing audio-visual aids for understanding difficult historical concepts and events;
- helping learners search for information from various sources and handle large quantities of information;
- allowing students to learn at their own pace, including using specially designed software;
- enhancing interaction among learners, resources and teachers;
- providing platforms for collaboration among learners and teachers; and
- facilitating students' acquisition of information, development of critical thinking and knowledge building, with teachers providing necessary guidance and support.

Nonetheless, it is emphasised that given the wide variety of web-based resources available online, the sources and information acquired from the Internet should be handled with caution. Teachers should be aware of the origin of the source of any online information and refrain from using the information as learning materials when the source of the information is anonymous, biased or even falsified. The validity and reliability of any claim should be cross-checked and substantiated by other sources of information and evidence. When teaching history, teachers should exercise their professional judgement in validating, choosing and adapting resources for use in the learning and teaching of History, and teach students to avoid plagiarism and use proper citation methods when quoting any resources (including books and online information).

Please refer to *References* for more examples of teachers' references.

6.3.6 Developing School-based Learning and Teaching Resources

Because of different school contexts, schools develop their own learning and teaching materials to cater for learner diversity. To ensure the materials are necessary and effective in supporting History learning, schools should take into account the following factors when developing school-based materials:

- the materials should provide additional information to enrich and support the content of curriculum; and /or other alternative learning activities that enhance students' learning interest; and
- the materials should be able to address learner diversity such as different learning styles, aptitudes and abilities.

6.4 Resources Management

6.4.1 Sharing of learning and teaching resources

Knowledge Management (KM) is the process through which organisations make the most of their intellectual and knowledge-based assets. Most often, making the most of such assets means sharing knowledge and experience among staff, with other schools, and even with other sectors in an effort to devise best practices. The culture of sharing is the key to success in KM. Schools and teachers should make arrangement of resources as follows:

- teachers and students to share learning and teaching resources through the Intranet or other means within the school;
- teachers to form professional development networks within and between schools as learning communities for the exchange of learning and teaching resources and experience on different pedagogical approaches.

6.4.2 Resources Management of a school

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

- Budgeting must be carried out before applying for funds for the acquisition of learning resources;

- Teachers should be encouraged to make suggestions on the procurement of learning resources, and cost-effective ways of purchasing them, such as via a tendering process or bulk purchasing;
- Resources should be organised and classified according to their nature – books, journals, magazines, encyclopaedias, CD-ROMs, interactive media and online resources, etc. It is important for teachers, with the help of school librarians, to categorise them properly and update them to meet the demands of the new revised curriculum. An inventory of existing resources, including teaching aids, should be available for teachers' easy reference; and references/resources provided by the EDB – such as curriculum and assessment guides, curriculum packages and glossaries – should also be catalogued and circulated for use. All resource materials should be stored in places where panel members have easy access to them, for example in the staff common room or school library.
- With the help of school librarians, learning resources, in particular books and journals, should also be easily accessible to students to promote reading. However, it is very important to nurture a sense of responsibility among students regarding intellectual property rights, and teachers need to develop their own codes of conduct when using these resources to comply with the copyright ordinance.

**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) * Focus on the evolution of the early human livelihood and characteristics of the Old Stone Age and New Stone Age.
<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) * Focus on the origins of civilisations and common characteristics of the four centres of early civilisations.
<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 officials for

<p>(Choose one out of four and study one more case for the extended part*) (max 7 periods)</p>	<p>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 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) ✳️ Focus on understanding the origin and development of classical civilisation in Europe.
<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: <ul 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). ✳️ Focus on legacy of Greco-Roman civilisation and its impact and contribution to the world today.

<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, hereditary system and the Code of Chivalry. (2-3 periods) 👉 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>* 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) 	<ul style="list-style-type: none"> 👉 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) 👉 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>* 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 medieval Europe 	<ul style="list-style-type: none"> 👉 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>* Focus on understanding medieval European civilisation from the daily lives of people.</p>

*The extended part

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 fields of culture, art, science and technology (1-2 periods). For examples: 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: On religion: the spread of Christianity to the East, such as Nestorianism first entered into Tang China during the 7th century; On astronomy: geocentric model developed by ancient Greek astronomer Claudius Ptolemy inspired the Arabic astronomers

	<p>who found new records through astronomical observations and made up for the limitations of Ptolemy's geocentric model.</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 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"> The major groups and the great clans (max 4 periods) 	<p>☞ Different lifestyles of the local clans and other major groups such as the Hakka, boat people (known as “Tanka” in the past) and the Fuklo (also known as “Hoklo”).</p> <p>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)</p> <p>✱ Focus on the different lifestyles of four major groups in Hong Kong and Southern China region.</p>
<ul style="list-style-type: none"> Case study: Getting to know the lives of local residents 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 Dance 	<p>☞ 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)</p> <p>☞ Understanding the life of local residents, traditional customs and cultural values of festivals through the four significant local intangible cultural heritage.</p> <p>For example, Chiu Chow Hungry Ghost Festival aims at strengthening the relationship among Chiu Chow people living in Hong Kong and paying respect to the deceased through religious practices; Cheung Chau Jiao Festival, which lasts for over a hundred years, comprises of various folk cultures and performing arts relating to religion, helps to link up different communities on the island as a whole; Tai Hang Fire Dragon Dance, originated in the 19th century with 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</p>

<p>- Tai O Traditional Dragon Boat Parade (max 4 periods)</p>	<p>ceremonial rituals, remains today a community-wide event that plays a key role in maintaining neighbourhood relationships. (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 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 figure(s) 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): <ul style="list-style-type: none"> (1) accelerating the development of economy and technology in Europe, and leading to the colonial expansion of European countries in the 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 should be avoided.</p>

<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

**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 examples)* 	<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 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.

*The extended part

**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 	<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>century: using the experience of the early Chinese labourers as an example*</p>	<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 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) * Focus on how the establishment of the early British rule had laid the foundation for the subsequent development of Hong Kong.
<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) * Focus on the problems and solutions in early Hong Kong.
<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 organisations 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 a shelter 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) * Focus on the roles of various local organisations in the development of Hong Kong

<ul style="list-style-type: none"> Contributions of Europeans, Americans and other ethnic minorities to Hong Kong* 	<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 Parsi 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>
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*The extended part

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 extended part*) (max 4 periods) 	<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 peace of the world today. (1-2 periods) Examples of other inventions emerged for the needs of wars and how they changed from military use to civil use after wars,

	<p>including penicillin for medical use, and daily necessities such as trench coats, zips, stainless steel and computers etc. (1-2 periods)</p> <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> <p>👉 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)</p> <p>👉 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> <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 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 Cold War (choose 1 out of 5) 	<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) - Ho Chi Minh (1890-1969) - Mao Zedong (1893-1976)

	<ul style="list-style-type: none"> - 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 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, 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>* Focus on understanding how regional organisations and international non-governmental organisations promote international cooperation.</p>
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*The extended part

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) * 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.
<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) * Focus on understanding the changes in the livelihood of local people under Japanese occupation.
<ul style="list-style-type: none"> Transformation of Hong Kong in the post-WWII era and the return of Hong Kong to the 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 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>☞ 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 post-secondary 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)</p> <p>☞ The economic and cultural links between Hong Kong and Asia, North America, Europe, etc. (1 period)</p> <p>☞ The return of Hong Kong to the 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> <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* 	<p>☞ The development of popular culture in post-war Hong Kong, such as films and TV programmes, popular songs and comics.</p> <p>* Focus on how the popular culture reflected the diversified local culture in post-war Hong Kong.</p>

*The extended part

Nurturing students' writing skills and self-directed learning through writing learning journals in history lesson

Before the end of the lesson, History teachers can encourage students to write learning journals to recollect and consolidate their historical knowledge learnt in the lesson. Moreover, by the end of every topic, students may write a learning record at home to systematically integrate different kinds of knowledge learnt in the topic, conduct a self-assessment on learning effectiveness and discover interesting areas in order to study further and eventually realise the goals of teaching students to learn and self-directed learning.

Exemplar of learning journal (1): (Suitable for use at the end of the lesson)
Name: _____ Class: _____ Date: _____ The topic of the lesson today: _____
List 3 items learnt from the lesson (Historical concepts/ events/ figures): <div style="border: 2px solid black; height: 40px; margin-top: 5px;"></div>
List 2 items that you want the teacher to explain more (Historical concepts/ events/ figures): <div style="border: 2px solid black; height: 40px; margin-top: 5px;"></div>
List 1 item that you would like to explore further outside the classroom (Historical events/ figures): <div style="border: 2px solid black; height: 40px; margin-top: 5px;"></div>

Exemplar of learning journal (2): (Suitable for use after learning a topic)	
Name of the topic:	International conflicts and crises in the 20 th century (I) – the two world wars
The most interesting part of the topic is:	
Reflection after the lesson	From the topic 'International conflicts and crises in the 20 th century (I) – the two world wars', what changes do wars bring to human lives other than causing disasters to human society?
Post-lesson learning	Using 'Wars and Inventions' as the topic, search for more relevant information and learn further: (You may choose books, articles, online information or video clips for extended learning)

Teaching “Outbreak and Impact of the First World War – Paris Peace Conference and the Treaty of Versailles” through an enquiry approach

Before teaching the topic, the teacher adopted an enquiry approach to help students understand the content of the topic, encourage the students to engage in the enquiry process and find out their answers. These are two key components of enquiry learning.

Design of the lesson

Topic:	Outbreak and Impact of the First World War – Paris Peace Conference and the Treaty of Versailles
Grade:	S3
Lesson Time:	55 minutes
Prior knowledge:	✓ Understand the causes of the First World War
Enquiry Procedures:	<ol style="list-style-type: none"> 1. Revision: Causes of the First World War and the countries involved 2. Set: Based on the content of a short video and pictures, students answer short questions on the effects of the First World War. The teacher provides further elaboration. 3. Development: Paris Peace Conference (Role-play) <ul style="list-style-type: none"> • The teacher introduces the Paris Peace Conference. • Students work in groups of four, with the members of each group taking on the roles of France, Britain, the US and Germany respectively. • Students work on what they would demand at the Conference on behalf of the country they are representing, and decide whether they would adopt a harsh or conciliatory approach. • Members of each group come together to debate the terms of the Treaty. • Students present their discussion results, and the teacher writes the main points on the board. • The teacher illustrates the Treaty of Versailles and guides students to understand the demands from the perspectives of different countries and think about the effects of the Treaty on Germany. 4. Conclusion: The teacher summarises the effects of the Treaty on Germany.
Assessment:	Consolidate and assess learning effectiveness through a writing task on the question “What were the effects of the Treaty of Versailles on Germany?”.

Promoting history learning and cultivating historical literacy through campus facilities

Through the school's campus facilities, History teachers may add the school history to the History curriculum to engage students in school historic atmosphere. This helps promote History learning, cultivate historical literacy and enhance the sense of belonging to the school among students.

History teachers from a school made good use of the long history of the school and added school history to its junior History curriculum. When explaining the historical concepts and skills to S1 students, the teachers took the students to the School History Relics Room and Inscription Trails for field studies. With the aid of school-based worksheets, school relics and the contents of the inscription have become more than historical witnesses; they are important learning resources that enhance students' historical skills, such as the skills to identify primary and secondary historical materials.

Through visiting the Inscription Trails and appreciating the historical materials of the school, such as old school furniture, computers, audio and video materials, photos and letters and documents, students are able to directly experience the many years of the school's historical development. Students may also analyse the change and continuity of the school in the course of Hong Kong's development so that they can experience the relevant concepts of history through authentic campus life. This can help deepen their understanding of the history and culture of the school and enhance their sense of belonging, and thus increase their interest in the history of the school, the community and Hong Kong's development.

These campus facilities are filled with a strong historical and cultural atmosphere which provides cultural nourishment to students, enhances their cultural appreciation ability, and nurtures their historical literacy and positive values. Through field studies, students can learn to appreciate the cultural value of historical relics and their predecessors' efforts and achievements in developing the school.

Transforming community resources into valuable learning and teaching resources

Community resources may be transformed into valuable learning and teaching resources to support student learning. In this example, with the aid of electronic platform, students conducted field study in the Sham Shui Po district, visiting historic buildings in the area to gain a deeper understanding of the district history and history topics.

In this field study, the teacher adopts assessment for learning strategies and prepares a number of learning tasks for students. These tasks include multiple-choice questions, data response questions and enquiry learning activities involving problem solving and collaboration. Students are required to use tablets installed with a relevant electronic platform to complete tasks specifically designed for checkpoints at Mei Ho House, the Savannah College of Art and Design (SCAD) and Jao Tsung-I Academy and then upload their work to the electronic platform.

The teacher collects students' work completed at each checkpoint by using the search function on the electronic platform. The teacher can instantly find out whether students know, understand and are able to execute their assigned tasks, and can provide immediate and encouraging feedback during the field trip. The timely and appropriate feedback provided by the teacher can effectively help students identify their strengths and weaknesses, and sustain their momentum to learn.

Catering for learner diversity in a Secondary 1 History lesson using the Frayer Model

In a Secondary 1 History class, the History teacher adopted the Frayer Model for pre-assessment to identify students' interest, prior knowledge and readiness to learn a particular topic. The Frayer Model is a four-square chart that helps students define new concepts. It is simple and user-friendly. Students use their prior knowledge and acquire new information by generating examples and non-examples.

The Frayer Model can be used with students of different abilities, as students can choose either to draw or write their answers. Taking the lesson "Life in Greek City-States: Athens and Sparta" as an example, students were expected to know the government systems in Athens and Sparta, understand the democracy in Athens and the dictatorship in Sparta, and compare the differences between the two government systems. The following model is about "Democracy or Dictatorship". From students' work, the teacher could identify their interest in and prior knowledge of this topic. The teacher could also check for misconceptions or wrong examples by using the Frayer Model.

What I know about ("Democracy" or "Dictatorship")	Example of a country
<div style="border: 1px solid black; display: inline-block; padding: 5px 20px;"> "Democracy" or "Dictatorship" </div>	
Features:	Example of leader/ ruler of that country

After students completed the pre-assessment with the Frayer Model, the teacher could use the prior knowledge and students' responses obtained from the Frayer Model to prepare the lesson and adjust the teaching focus. To provide a deeper understanding of the topic, the teacher could arrange dynamic learning activities such as group discussions and oral presentations.

Catering for learner diversity in a Secondary 3 History lesson using RAFT

In a Secondary 3 History lesson on Hitler and the Second World War, the students were expected to comprehend the aggression of Nazi Germany and analyse its effects, as well as understand how the Jews suffered from the Holocaust. Students were also expected to develop the historical skills of seeing the past from the standpoint of the people under study.

In order to prepare for RAFT writing, the teacher asked the students to watch movie clips about the Holocaust at home according to their interest before the lesson started. There were two reasons for the design of this pre-lesson preparation. First, as some students preferred visual and auditory approaches to learning and enjoyed watching videos, the teacher could design learning activities accordingly so as to motivate them to learn. Second, the visual effects of the video clips about the topic could enhance students' awareness of, sensitivity to and empathy for the people in the period. These are necessary inputs for students to do the RAFT writing.

The following shows the design of RAFT writing.

Role	Audience	Format	Topic
The Girl in Red (A character in the movie, <i>Schindler's List</i>)	Her parents	Message for help	Save me!
A German woman who was married to a Jew (A character in the movie, <i>Life is beautiful</i>)	Nazi officer at the train station	Request letter	We want family reunion!
Anne Frank (A Jewish girl)	Family members of Anne Frank	Diary	We are being arrested!

RAFT encourages creative writing, and students can use words to express their views and feelings based on historical fact. As students adopt a specific role and writing to a target audience, students with diverse learning needs are able to approach past events with empathy. In this lesson, students learned to understand and share another person's experience and emotions when they played the role of that person. They were also motivated to engage in self-directed learning. Some students even looked for different resources after lessons to learn more about Anne Frank, who was the most influential character in the lesson.

References

There is a huge amount of learning and teaching materials relevant to the junior secondary History curriculum. Below are some examples taken variously from curriculum documents prepared by the Curriculum Development Council (CDC), learning and teaching resource packs edited by the Curriculum Development Institute (CDI), Education Bureau (EDB) and the Internet resources from different government bodies and tertiary institutions. Teachers may refer to these materials for reference.

Other teaching references and resources have been uploaded on the EDB website. Teachers may access the materials by following the path below-

<https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/history/index.html>

A. Curriculum documents prepared by the CDC

Title	Web link
Personal, Social & Humanities Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (2017)	https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/PSHE_KLACG_P1-S6_Eng_2017.pdf
Secondary Education Curriculum Guide (2017)	https://www.edb.gov.hk/en/curriculum-development/renewal/guides_SECG.html
History curriculum and assessment guide (secondary 4-6) (Updated, November 2015)	https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/10.Hist_C&A_Guide_e(2015.9.25)_edit_r_23%20Oct_r1.pdf

B. Learning and teaching resources edited by EDB

Title	CRC call no./Web link	
<i>Learning and teaching resource pack for secondary history curriculum : In Pursuit of Aspiration - History of Different ethnic groups in Hong Kong and their contribution to the development of Hong Kong</i>	https://historye-learning.edb.hkedcity.net/ethnic_minority/index.html	
<i>History Trip Go Easy: Cheung Chau Jiao Festival.</i> [mobile application]		
	iOS version	Android version

	https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/history/cheung_chau_dajiao_festival_apps.html
<i>Learning and teaching resource pack for secondary history curriculum — How to cater for learning diversity in history class</i>	907.12 Z56 2017 https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/history/cater_for_learning_diversity_in_hist_class.html
<i>The 70th anniversary of the victory of the War of resistance against Japanese Aggression : Selections from the Hsu Chung Mao collection</i>	951.042 K36 2017 https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/references-and-resources/history/70th_victory_album.html (Chinese version only)
<i>Historical images of modern China : selections of the Hsu Chung Mao collection</i>	First volume: 951.033 L5 2013 Second volume: 951.033 L5 2013 https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/history/historical_images_of_modern_china.html
<i>Learning and teaching resource pack for secondary history curriculum – International Cooperation and Regional Politics Since 1945</i>	909.8250712 L43 2015 https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/history/international_cooperation_regional_politics.html
<i>Building global perspectives: New resources for 23 major topics in world history</i>	907.12 J53 2012 https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/history/building-global-perspectives-new-resources-for-23-major-topics-in-world-history.html
<i>Learning and teaching resource pack for secondary history curriculum - A Study of Cultural Heritage</i>	951.25 X56 2013 https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/history/heritage-studies-hk-and-zhujiang-delta-region.html

<i>Learning and Teaching resource Package on History Drama 'One Stormy Night'</i>	951.00712 L5 2011 https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/history/history-drama-one-stormy-night.html
<i>Learning and teaching resource pack for secondary history curriculum – Modernisation and Transformation in 20th-Century Southeast Asia Case Studies-Indonesia and Singapore</i>	959.80712 Y86 2011 https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/history/case-studies-indonesia-and-singapore.html
<i>China – Modernisation and Transformation (1900-2000)</i>	951.00712 L57 2009
《香港歷史探索：二十世紀歷史的微型專題研究舉隅》 (Chinese version only)	951.250712 X53 2002
<i>Teaching thinking for effective learning in history : Sample assessment tasks for the revised secondary two syllabus</i>	907.12 S5 2000 http://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pshe/references-and-resources/history/Teaching_Thinking_for_Effective_Learning_in_History_chi_and_eng_version.zip
<i>Teaching thinking for effective learning in history : Sample assessment tasks for the revised secondary one syllabus</i>	907.12 S5 1999 http://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pshe/references-and-resources/history/Teaching_Thinking_for_Effective_Learning_in_History_chi_and_eng_version.zip
<i>Teaching thinking for effective learning in history : Sample tasks for the revised secondary one syllabus (second series)</i>	907.12 S5 1999 v.2 https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pshe/references-and-resources/history-and-culture-s1-s3/links/1_c_1-79.pdf
<i>Teaching thinking for effective learning in history : Sample tasks for the revised secondary one syllabus</i>	907.12 T43 1998 http://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pshe/references-and-resources/history-and-culture-s1-s3/links/1_c_1-79.pdf

C. Internet Resources

i) Government websites

Government bodies	Web Link
Antiquities and Monuments Office	https://www.amo.gov.hk/
Conservation Office	https://www.lcsd.gov.hk/CE/Museum/Conservation/en_US/web/co/home.html
Government Records Service of Hong Kong	https://www.grs.gov.hk/en/
Intangible Cultural Heritage Office	https://www.lcsd.gov.hk/CE/Museum/ICHO/en_US/web/icho/home.html
Lord Wilson Heritage Trust	https://www.lordwilson-heritagetrust.org.hk/
Leisure and Cultural Services Department's Museums and other Museums	https://www.lcsd.gov.hk/en/facilities/facilitieslist/museums.html

ii) Tertiary institutions

Tertiary institutions	Web Link
Centre for Hong Kong History and Culture Studies, Chu Hai College of Higher Education	https://www.chuhai.edu.hk/introduction-1
Southeast Asia Research Centre, City University of Hong Kong	http://www.cityu.edu.hk/searc/
Department of History, Hong Kong Baptist University	http://histweb.hkbu.edu.hk/
Department of History, Lingnan University	https://www.ln.edu.hk/history/
Department of History, The Chinese University of Hong Kong	http://www.history.cuhk.edu.hk/
Faculty of Humanities, The Education University of Hong Kong	https://www.eduhk.hk/fhm/en/index.php
South China Research Centre, Hong Kong University of Hong Kong	http://schina.ust.hk/
Department of History, The University of Hong Kong	https://www.history.hku.hk/
Department of History, Hong Kong Shue Yan University	https://www.hksyu.edu/history/

**Membership of the Ad Hoc Committee and the Working Group for
Revising Junior Secondary Chinese History and History Curricula
(Secondary 1-3)**

(From May 2014 to September 2018)

Chairperson: Professor LEUNG Yuen-sang

Members:	Ms CHAN Oi-lei	
	Mr CHIN Yan-kung	
	Dr FOK Ping-kwan	
	Mr FONG Ho-nam	
	Mr FONG Yiu-fai	
	Mr FOO Yun-wai	
	Mr HO Chi-yuen	
	Dr IP Sum-ming	
	Mr LI Chung-hung, Francis	
	Ms LEE Shuk-yin, Josephine	Until March 2015
	Miss LEE Suet-kam	
	Mr LEE Wai-kim	
	Professor MAK King-sang, Ricardo	
	Ms SUNG Yin-ling	From April 2015
	Mr TSOI Yiu-lun	
	Mr WAN Ho-yin	
	Mr WAN Po-keung	Until August 2016
	Dr YEUNG Sau-chu, Alison	
	Miss YEUNG Sau-fung	From September 2016
	Dr YEUNG Wing-on	
	Dr YEUNG Wing-yu, Hans	
Ex-officio	Ms CHAN Pik-wa, Gloria (EDB)	From December 2016
Members:	Mr LEE Chi-hung (EDB)	Until November 2016
Secretary:	Dr CHU Chi-fu (EDB)	

The Working Group for Revising Junior History Curriculum

(From September 2014 to September 2018)

Chairperson: Professor MAK King-sang, Ricardo

Members:	Dr FOK Ping-kwan	
	Mr FONG Ho-nam	
	Mr FOO Yun-wai	
	Ms LEE Shuk-yin, Josephine (EDB)	From March 2015
	Miss LEE Suet-kam	
	Professor LEUNG Yuen-sang	
	Mr LI Chung-hung, Francis	
	Mr TSOI Yiu-lun	
	Mr WAN Ho-yin	
	Mr WAN Po-keung	Until August 2016
	Mr WOO Chun-kit, Keith (EDB)	
	Dr YEUNG Sau-chu, Alison	
	Miss YEUNG Sau-fung	From September 2016
	Dr YEUNG Wing-on	
	Dr YEUNG Wing-yu, Hans	
Ex-officio	Ms CHAN Pik-wa, Gloria (EDB)	From December 2016
Members:	Mr LEE Chi-hung (EDB)	Until November 2016
Secretary:	Ms NG Hing-hung, Grace (EDB)	

**Membership of the Ad Hoc Committee for the Implementation of Junior
Secondary Chinese History and History Curricula (Secondary 1-3)**

(From February 2019)

Chairperson: Professor MAK King-sang, Ricardo

Members: Mr AU Chun-ying
Ms CHAN Ka-man
Ms CHAN Oi-lei
Ms CHEUNG Tin-wai
Dr FOK Ping-kwan
Mr FOO Yun-wai
Mr IP Kai-yiu Kelvin
Mr KWAN Chi-hang
Miss LEE Suet-kam
Mr LEE Wai-kim
Mr LEUNG Kai-chung
Professor LEUNG Vincent Sueh-han
Mr LUK Chi-ho
Mr POON Wing-keung
Ms TANG Nga-lee Marie
Ms TO Pui-yee
Mr TSOI Kwan-yin
Mr TSOI Yiu-lun
Mr WAN Siu-yin
Mr YIP Tin-chi
Mr YIP Wai-man
Mr YIP Wai-yee

Ex-officio members: Ms LEE Shuk-yin, Josephine (EDB)
Mr WOO Chun-kit, Keith (EDB)

Secretary: Mr HO Man-shek (EDB)

