

**Secondary Schools**

**Curriculum and Assessment Guide**

**Personal, Social & Humanities Education**

**Key Learning Area**

# **History**

## **Curriculum and Assessment Guide**

**(Secondary 4 – 5)**

**Jointly prepared by the Curriculum Development Council and  
the Hong Kong Examinations and Assessment Authority**

**Recommended for use in schools by  
The Education and Manpower Bureau  
HKSAR**

**2003**

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# **Membership of the CDC Ad hoc Committee on Revision of S4-5 History Syllabus**

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# Preamble

This Curriculum and Assessment Guide is one of the series jointly prepared by the Hong Kong Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA). It forms the basis for learning and teaching of the subject curriculum as well as for setting public assessment. The issue of this single document on curriculum and assessment aims at conveying a clear message to the public that assessment is an integral part of the school curriculum and at promoting the culture of “assessment for learning” to improve learning and teaching.

The CDC 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, practising teachers, parents, employers, academics from tertiary institutions, professionals from related fields or related bodies, representatives from the HKEAA and the Vocational Training Council, as well as officers from the Education and Manpower Bureau.

The HKEAA is an independent statutory body responsible for the conduct of the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination. The governing council of the HKEAA includes members who are mainly drawn from the school sector, tertiary institutions, government bodies, professionals and persons experienced in commerce and industry.

This Curriculum and Assessment Guide is recommended by the Education and Manpower Bureau for use in secondary schools. The subject curriculum developed leads to the appropriate examination provided by the HKEAA. In this connection, the HKEAA has issued a handbook to provide information on the format of the public examination of the subject and the related rules and regulations.

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

Chief Curriculum Development Officer (PSHE)  
Curriculum Development Institute  
Education and Manpower Bureau  
13/F Wu Chung House  
213 Queen's Road East  
Wanchai, Hong Kong



# Introduction

In this interconnected world, we are all involved in the making and sharing of a common history. A history of world experience, as well as the national and local experience, provides historians a forum through which ideas that transcend cultural and political boundaries can be developed. The study of world history develops in our students habits of mind in seeing the big picture and discerning the common phenomena to cope with the twenty-first century world of interaction, diversity and rapid change.

To keep learning and teaching in line with the current developments in history education internationally, the study of local history and global affairs are both incorporated into the curriculum, while acquisition of skills and concepts; *such as identifying relationship between events in their time context, providing rational explanations for historical events on the basis of the evidence available, and thinking skeptically and empathetically*; as well as the importance of using sources and the need to adopt new formats of assessment are also emphasized. Indeed, it is beyond the capacity of human mind to master the vast amount of historical data currently available and topics selected in the curriculum for studies are generally of historical significance, appropriate for illustrating basic terms and concepts of history, relevant to the daily experiences of students, conducive to the mastery of skills of history study and favourable to arousing interest, excitement and enjoyment in history learning. It is hoped that students could be provided with an opportunity to study a history that transcends cultural and political boundaries of our world.

# I. Aims and Objectives

## **Aims**

The aims of the curriculum are to enable students to

1. develop an understanding of the changing relationships between people, locations and events in the past and their impact on human society;
2. appreciate the characteristics and values of their own culture, and respect the culture and heritage of other communities;
3. develop an interest in the study of the past and an appreciation of the uniqueness of the discipline of history;
4. develop a spirit of impartiality and empathetic understanding in their approach to historical problems and issues; and
5. prepare themselves to become informed and rational members of the local community, the nation, and the world.

## **Objectives**

### **A. Knowledge and Understanding**

Students will acquire **knowledge** and develop **understanding** of :

1. the basic historical concepts, such as cause and effect, change and continuity, similarity and difference;
2. how the past is represented and interpreted and the existence of multiple perspectives in these interpretations;
3. the beliefs, experiences and behaviours of their own nations as well as the other nations and how these have helped to shape the developments of the world; and
4. the inter-relationships between major events and movements in the local, national, Asia and global contexts during the 20<sup>th</sup> Century.

## **B Historical skills**

Students will acquire and develop **historical skills** to:

1. differentiate between facts and opinions and detect bias, unstated assumptions and unwarranted claims;
2. present logical and coherent arguments supported by rational selection of historical data;
3. interpret historical sources and to arrive at reasoned conclusions based on available evidence;
4. identify and explain the extent to which historical documents and records reflect the attitudes, values, and passions of their authors/the era;
5. formulate and evaluate decisions, which involves the process of collecting and analyzing information, listing and ranking alternatives; and
6. evaluate individual's actions and decisions in the context of circumstantial factors.

## **C. Values and Attitudes**

Students will develop the following **values and attitudes** :

1. understand that historical conclusions are liable to reassessment in the light of new evidence and interpretations;
2. respect and tolerate different opinions expressed and recognize that different peoples have divergent experiences, beliefs and behaviours and yet identify with their shared virtues and common aspirations; and
3. have a sense of national identity and to become responsible citizens.

## **Expected Learning Outcomes**

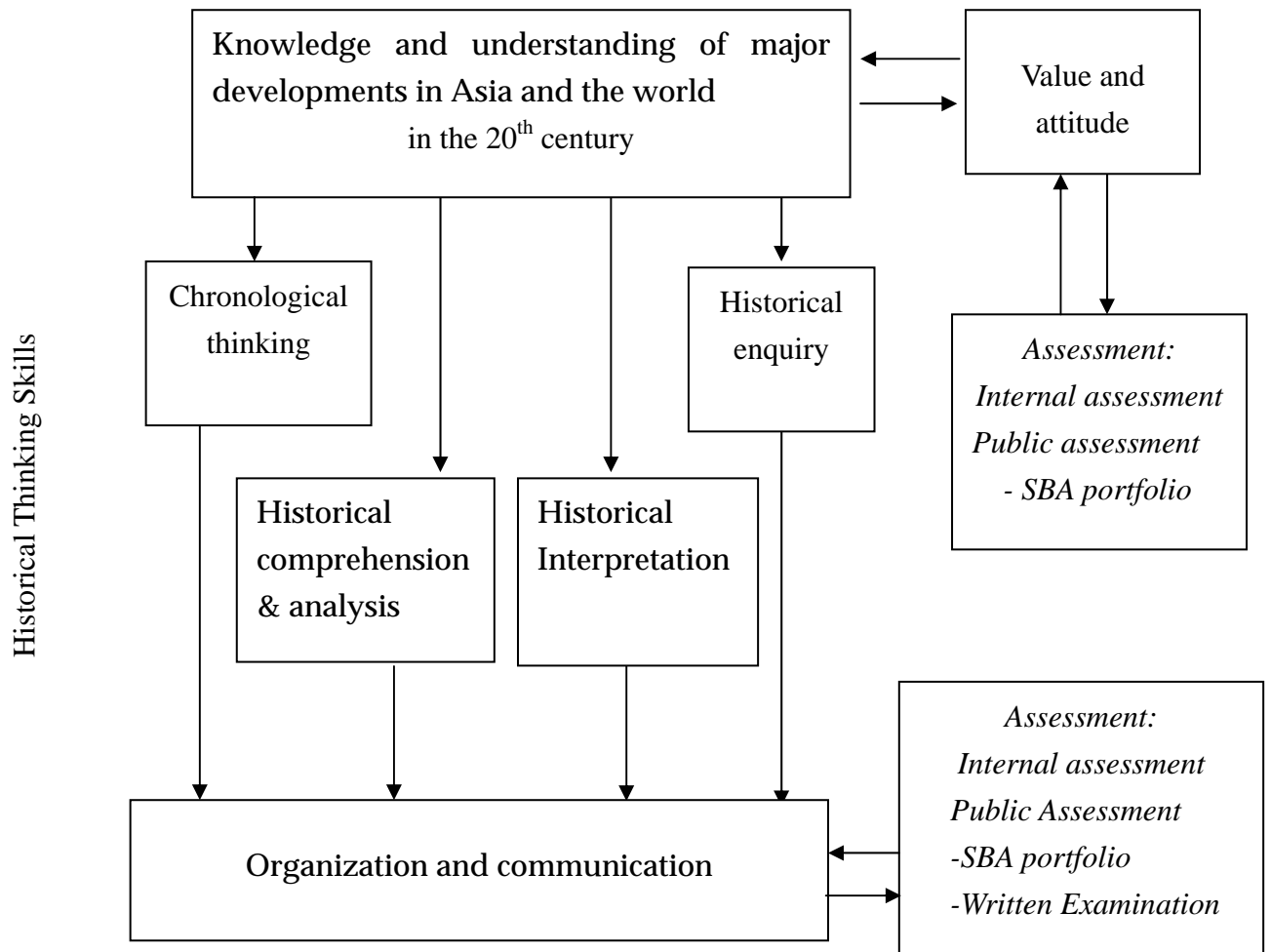
By the end of the course, students are expected to have increased their knowledge and understanding of major developments in 20<sup>th</sup> century Asian and world history. They should have developed skills of chronological thinking, historical comprehension, interpretation, analysis and enquiry as well as organization and communication. They should also have established values and attitudes pertaining to responsible citizenship as follows :-

1. Students should be able to show factual knowledge and understanding of major developments in Hong Kong, the rest of China, Japan, Southeast Asia and the world at large in the 20<sup>th</sup> century. They should be able to identify the features of these developments and make vertical (i.e. temporal) and horizontal (i.e. spatial) links between them through an understanding of their relationships in terms of cause and effect relationship, continuity and change, and similarities and differences.
2. Students are expected to reconstruct and analyze the chronological sequence and duration of major happenings with respect to modernization and transformation in Asia as well as conflicts and cooperation in the world in the 20<sup>th</sup> century. Students should be able to narrate the development major events from their beginning to an outcome, or from a problem/issue to trace its origins and development over time.
3. Students are expected to cite examples from major happenings in the 20<sup>th</sup> century to demonstrate understanding of change and continuity and the interaction of forces (individuals or groups) promoting and resisting change. Students should also demonstrate an understanding of the effectiveness of different processes of change in the 20<sup>th</sup> century (e.g. planned versus spontaneous change; slow versus rapid change; the use of violent or peaceful means in facilitating change, etc.)
4. Students are expected to view historical issues and happenings as far as possible through the eyes and experiences of the people involved in them, their probable motives and sentiments, rather than simply in terms of present-day norms and values.

5. Students are expected to demonstrate an understanding of the cause-and-effect relationship between events/decisions that shaped significant historical developments in the 20th century, taking into consideration the role of individuals, the influence of ideas and beliefs, and the role of chance.
6. Students should be able to explain why different interpretations of major happenings in the 20th century have been produced, and to evaluate the validity and credibility of these interpretations. They are also expected to analyze the motives and interests expressed and distinguish between accepted historical facts and interpretations.
7. Students are expected to show independence in following lines of enquiry. They should demonstrate research capabilities of making use of bibliographies, book reviews and critiques to identify sources of information that are useful for particular topics. They are also expected to cross-reference sources and ask probing questions to determine the authenticity and credibility of references. They should be able to reach substantiated conclusions independently.
8. Students are expected to communicate effectively the results of research in presentation. They should select, organize and use relevant information to produce balanced and coherent work, making appropriate use of terms.
9. Students are expected to demonstrate an understanding of, and appreciation for, the efforts of individuals and groups in promoting peace and cooperation and improving human condition throughout the world.
10. Students are expected to demonstrate an appreciation of the characteristics and values of their own culture, and tolerance of and respect for peoples with different experiences, beliefs and behaviour.

To provide a better understanding on the relationship between learning outcomes and assessment, the following flow chart helps illustrate this relationship.

## Learning outcomes and assessment



## II. Curriculum Framework

### 1. Organization

The proposed framework builds on the foundation of historical knowledge, skills, and understanding that students should have acquired during their junior secondary level studies. The curriculum introduces students to the discipline of history as part of their wider education. It also prepares them for continued study in history and careers in the social sciences and humanities.

A central purpose of this curriculum is to involve students in applying the methods of historical inquiry to the study of the forces that have shaped the 20th century. The organization, content, and orientation of the curriculum reflect this purpose. To keep learning and teaching in line with the current developments in history education internationally, as well as to meet the challenges of the 21<sup>st</sup> century, the proposed framework is so structured as to ensure a more thorough coverage of the world as well as to improve students' awareness of global affairs in the 20<sup>th</sup> century. Some key teaching points are also designed to strengthen students' awareness of the links among different regions and countries in Asia, the coverage of whose histories may otherwise appear to be piecemeal and disconnected.

On the whole, the design of the proposed framework has taken into account the overarching aim of the Personal, Social and Humanities Education (PSHE) Key Learning Area, which is “to enable students to understand themselves, society and the world at large”, with its content focus closely geared to Strand 2 (Time, continuity and change) and Strand 3 (Culture and heritage) of the new PSHE framework.

### 2. Main Features

- The aims and objectives of the curriculum put more emphasis on enhancing the skills and competitiveness of the learners.
- The time frame in the revised curriculum concentrates on the study of 20<sup>th</sup> century history so as to allow room for learning activities that can enhance the development of skills pertinent to the study of history.
- Two major themes have been included in the proposed course of study with a view to ensuring a more thorough coverage of the world and promoting the development of a global outlook among students:

- Modernization and Transformation of Twentieth-Century Asia
- Conflicts and Cooperation in the Twentieth-Century World

### 3. Suggested Time Allocation

It is assumed that there will be around 180 teaching periods in Secondary 4 and 5, based on a time allocation of four 40-minute periods each week being apportioned to the study of this curriculum. An estimated of the number of periods that might be apportioned to the study of each topic is shown below to provide teachers with some idea on the weighting of each topic:

#### **Theme A Modernization and Transformation of Twentieth-Century Asia**

Sub-themes	Suggested Time allocation
a. Growth and development of Hong Kong	30
- From British rule to HKSAR	
- Development into an international city	
b. Modernization and transformation of China	35
- Early attempts in modernization	
- Exploration in socialist road	
c. Change and development of Japan and Southeast Asia	25+10
- Changes in Japan	
- Transformation in Southeast Asia	

#### **Theme B Conflicts and Cooperation in Twentieth-Century World**

Sub-themes	Suggested Time allocation
d. Major conflicts and the quest for peace	50
- The two world wars and the peace settlements	
- Major conflicts after WWII and attempts to make peace	
e. The quest for cooperation and prosperity	30
- International economic cooperation	
- International social and cultural cooperation	

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**180**



## 4. Curriculum Content

This curriculum is so designed as to focus on the study of the major developments in Asia and the world in the 20<sup>th</sup> Century. Before commencing this course, students should have some knowledge and understanding of the history of China (including Hong Kong) and Japan, and the factors that helped to shape the world in the 19<sup>th</sup> Century. These topics are covered in the junior secondary History curriculum. However, some basic knowledge on the colonization of Southeast Asia and the effects of this process on these countries/regions should be acquired before the commencement of studies in Sub-theme (c).

<b>Theme A Modernization and Transformation of Twentieth-Century Asia</b>			
<b>Sub-themes</b>	<b>Content Focus</b>	<b>Teaching Points</b>	<b>Explanatory Notes</b>
a) <b>Growth and development of Hong Kong</b>	1. From British administration to HKSAR - major administrative changes and the political role of local Chinese	<ul style="list-style-type: none"> <li>➤ main features of British administration in the first half of 20<sup>th</sup> century</li> <li>➤ major administrative changes in the post-WWII period up to the resumption of the exercise of sovereignty by PRC</li> <li>➤ the role of local Chinese leaders and associations under British administration</li> </ul>	Learners will identify the main features of British administration in the first half of the 20 <sup>th</sup> century. They will describe the major administrative changes from 1945 to 1997. Through an examination of the role of local Chinese leaders and associations in the process of these administrative changes, learners will assess the factors/forces fostering changes and continuity.

Sub-themes	Content Focus	Teaching Points	Explanatory Notes
	2. Development into an international city - economic, social and cultural developments	<ul style="list-style-type: none"> <li>➤ economic development and population changes, and their impact on urbanization and social structure</li> <li>➤ coexistence and interaction of Chinese and foreign culture</li> <li>➤ relationship with the mainland and the role in Asia-Pacific Rim</li> </ul>	<p>Learners will examine the economic, social and cultural developments of Hong Kong in the light of the development of Hong Kong into an international city. They will characterize the different stages of economic development and changes in populations, and show how they brought about urbanization as well as changes in social structure. For the cultural aspect, Learners will cite examples to illustrate the coexistence and interaction of Chinese and foreign cultures, and develop an awareness of the characteristics of their own culture. The various links with the mainland and the changing role of Hong Kong in Asia-Pacific Rim at different stages will also be analyzed.</p>
<b>b) Modernization and transformation of China</b>	1. Early attempts in modernization - reforms and revolution	<ul style="list-style-type: none"> <li>➤ Late Qing Reforms</li> <li>➤ the impact of 1911 Revolution and attempts in modernization of the Nanjing Government</li> </ul>	<p>Learners will demonstrate an understanding on the concept of “modernization”, and acquire an overview on how China underwent several stages of modernization and transformation in the 20<sup>th</sup> century, either in peaceful or violent ways. For the first half of the 20<sup>th</sup> century, learners will identify major reforms introduced by the Late Qing government and those by the Nanjing Government, and assess their significance in modernizing China. Meanwhile learners will also</p>

Sub-themes	Content Focus	Teaching Points	Explanatory Notes
			<p>assess the 1911 Revolution in the light of its significance in transforming China into a modernized country.</p>
	<p>2. Exploration in socialist road</p> <ul style="list-style-type: none"> <li>- major developments during the first three decades of the PRC</li>   <li>- social and economic developments since 1978</li> </ul>	<ul style="list-style-type: none"> <li>➤ formation of the PRC</li> <li>➤ institutional setup of the country</li> <li>➤ major mass movements - land reforms, the Three Red Banners, the Cultural Revolution</li>   <li>➤ socialism with Chinese characteristics and the development of regional economy</li> <li>➤ the role in Asia</li> </ul>	<p>Learners will demonstrate a general understanding of the major political developments in China leading to the formation of the PRC. Learners will describe the institutional setup of the country and analyze the major changes and continuity during the first three decades of the PRC, including the relationship among the party, government and army. Learners will also cite the major mass movements, namely the land reforms, the Three Red Banners and the Cultural Revolution, and assess the positive and negative impacts of these movements on China's modernization.</p> <p>In the period after 1978, learners will trace the origin and development of Socialism with Chinese Characteristics and regional economy, and assess their importance to the modernization of China in the light of the social and economic developments in this period. Meanwhile, learners will also analyze how these developments affect China's relationship with other Asian countries and her role in the region.</p>

Sub-themes	Content Focus	Teaching Points	Explanatory Notes
<b>c) Change and development of Japan and Southeast Asia</b>	<p>1. Changes in Japan</p> <ul style="list-style-type: none"> <li>- major developments in the first half of the 20<sup>th</sup> century</li> <li>- reconstruction and recovery after WWII</li> </ul> <p>2. Transformation in Southeast Asia</p> <ul style="list-style-type: none"> <li>- from colonies to independent countries</li> </ul>	<ul style="list-style-type: none"> <li>➤ overview of the political, social, economic and cultural conditions in the early 20<sup>th</sup> century</li> <li>➤ factors for the rise of militarism and its impact</li> <li>➤ factors for postwar economic growth</li> <li>➤ relations with other Asian countries (political, economic and cultural)</li> <li>➤ internal and external causes leading to decolonization</li> <li>➤ overview of moves towards independence</li> <li>➤ development towards regional cooperation – development of the ASEAN</li> </ul>	<p>Learners will describe briefly the political, social, economic and cultural conditions in Japan in the early 20<sup>th</sup> century. They will analyze the factors leading to the rise of militarism, and assess its impact on Japan and Asia as a whole.</p> <p>Learners will explain why and how Japan's economy recovered and grew in the post WWII period. They will cite elements indicating change and continuity in Japan's political, economic and cultural relations with the other Asian countries.</p> <p>Learners will describe generally the situation of southeast Asia in the first half of the 20<sup>th</sup> century, focusing on the result of western colonization of the region. They will analyze the internal and external causes leading to decolonization of southeast Asian countries, and identify the major patterns of independent movements through an examination of different means adopted to achieve independence. They will cite the development of the ASEAN to illustrate the trend towards regional cooperation, and relate it to the wider trend of global cooperation.</p>

**Theme B Conflicts and Cooperation in the Twentieth-Century World**

<b>Sub-themes</b>	<b>Content Focus</b>	<b>Teaching Points</b>	<b>Explanatory Notes</b>
<p><b>d) Major conflicts and the quest for peace</b></p>	<p>1. The two world wars and the peace settlements</p> <ul style="list-style-type: none"> <li>- relationship between the two world wars and their historical significance</li> </ul>	<ul style="list-style-type: none"> <li>➤ the outbreak of World War I</li> <li>➤ Causes of World War II - significance of the Paris Peace Conference on the losers; rise of totalitarianism in Europe; attempts at collective security and their results</li> <li>➤ settlements on post-war international order</li> <li>➤ historical significance of the two world wars (political, economic, social, cultural)</li> </ul>	<p>Learners will describe briefly how World War I broke out in 1914 and how it ended. Through an examination on how the Paris Peace Conference affected the losers, and the causes and results of the rise of totalitarianism in Europe, learners will illustrate the cause-and-effect relationship between the two world wars. They will cite the attempts at establishing collective security in the inter-war period and their results, and relate these to the outbreak of World War II.</p> <p>Learners will examine the international settlements ending World War II and explain how, and how far, a new international order was established. The historical significance of the two world wars will be compared and assessed from the political, economic, social and cultural perspectives. Learners will develop an awareness of the extent of loss of human lives, material destruction and other long-term economic, social and psychological impacts brought about by these global conflicts.</p>

Sub-themes	Content Focus	Teaching Points	Explanatory Notes
	<p>2. Major conflicts after WWII and attempts to make peace</p> <ul style="list-style-type: none"> <li>- superpower rivalries and détente</li>   <li>- other major conflicts and attempts at making peace</li> </ul>	<ul style="list-style-type: none"> <li>➤ origin, features and development of the Cold War</li> <li>➤ détente between the US and USSR</li> <li>➤ collapse of the USSR and Warsaw Pact</li>   <li>➤ causes and developments of conflicts between Israel and the Arabs; racial conflicts in the Balkans; apartheid in South Africa</li> <li>➤ the role of the United Nations in the peace-making attempts</li> </ul>	<p>Learners will trace the origin of the Cold War and identify its features and major developments up to 1990. They will explain why and how the tension between the US and USSR relaxed, and identify the cause-and-effect relationship among the major events leading to the collapse of the USSR and the Warsaw Pact.</p> <p>Learners will explain the causes and developments of conflicts between Israel and the Arabs, racial conflicts in the Balkans, and the apartheid in South Africa. Some basic knowledge on the origins of these developments will be needed to facilitate understanding, but the focus should be put on the major developments in the second half of the 20<sup>th</sup> century. Learners will describe and assess the role of the United Nations in the attempts to settle these conflicts.</p>

<p><b>e) The quest for cooperation and prosperity</b></p>	<p>1. International economic cooperation</p> <ul style="list-style-type: none"> <li>- attempts in reconstruction, economic cooperation and integration in Europe after WWII</li> </ul> <p>2. International social and cultural cooperation</p> <ul style="list-style-type: none"> <li>- international cooperation in: population and wealth; environmental protection; medicine and science and technology</li> </ul>	<ul style="list-style-type: none"> <li>➤ post WWII economic problems and recovery</li> <li>➤ the roles of the US and USSR in European economic reconstruction and developments</li> <li>➤ trend towards economic unity in Europe and its significance</li> </ul> <ul style="list-style-type: none"> <li>➤ major developments</li> <li>➤ achievements and limitations</li> </ul>	<p>Learners will identify the post WWII economic problems in Europe, and the efforts in recovering the economy, with special attention to the roles played by the US and USSR in European economic reconstruction and developments. They will analyze the political and economic considerations of these two powers behind their decisions, and assess the effectiveness and impact of their policies. Learners will also illustrate the steps taken towards economic unity in Europe, and assess their significance on Europe and the world.</p> <p>Learners will cite examples to illustrate the major developments towards international cooperation in the aspects of population and wealth, environmental protection, as well as medicine and science and technology. By critically analyzing the achievements and limitations of these attempts, learners will acquire an understanding of the divergent or even conflicting interests and views behind each main issue. They will also assess the degree to which the international community is capable of resolving recurring global dilemmas.</p>
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### III. Learning and Teaching

In implementing the curriculum, teachers are required to have due regard to the following:

#### 1. **Highlighting major trends of development and historical concepts**

A thematic approach to the study of world history is adopted in this curriculum. It aims at providing a macro perspective to students without leading them to focus on individual issues. While it is important to provide students with basic factual knowledge for illustration and formulating arguments, teachers should always avoid being trapped into going into minor factual details. Instead, teachers should concentrate on highlighting the general trends of development along the two major themes of “*Modernization and Transformation of Twentieth-Century Asia*” and “*Conflicts and Cooperation in the Twentieth-century World*”. Teachers should also help students to organize information meaningfully along the overarching historical concepts like cause and effect, time, continuity and change, similarities and differences as well as specific historical concepts like decolonization, militarism, modernization, totalitarianism and so on.

#### 2. **Dealing with controversial issues**

Controversial issues are always involved in History, as they are in this curriculum, and teachers can include them in their teaching to illustrate the development of certain themes in history. The study of controversial topics helps to develop students’ critical thinking and problem solving skills, and teachers should always play the role of facilitators to develop students’ abilities in differentiating between facts and opinions, detecting bias, drawing logical conclusions based on adequate evidence and so on.

#### 3. **Teaching contemporary topics**

The study of History, especially Contemporary History, is different from that of Political Science or Current Affairs in that it allows students to view the issues, including contemporary ones, in a historical perspective. The time frame of this curriculum covers about 100 years, which offers a reasonable time span for the study of each issue, in which the cause-and-effect relationship and elements of change and continuity can be identified. In tackling topics which appear to be contemporary, such as the development of Hong Kong into an international city, social and economic developments in China since 1978, or the developments in international social and cultural cooperation, students should be led to “arrive at



reasoned conclusions based on available evidence”, and “understand that historical conclusions are liable to reassessment in the light of new evidence and interpretations”, which are the stated objectives of this curriculum.

#### **4. Developing positive values and attitudes**

The teaching of value-laden topics may be equally controversial. This curriculum takes the stand that there are some fundamental values and attitudes commonly held in our society (such as appreciation for the characteristics and values of one’s own culture as well as respect and tolerance of those of other cultures; regard for human lives and dignity; recognition of human beings’ quest for peace, cooperation and prosperity). Therefore it tries to provide students with learning experiences to develop these values and attitudes, and some terminology adopted in the curriculum framework, like “*militarism*”, “*totalitarianism*” or “*the quest for cooperation and prosperity*”, also reflects this stand. In tackling any value-laden topic, while providing students with ample opportunities to inquire into its nature, and debate it by applying high order thinking skills, teachers should also strive to guide students to arrive at a positive personal value position.

#### **5. Using a variety of teaching methods**

##### **i) Source-based learning and reading to learn**

The use of source materials in learning history is instrumental in stimulating students’ inquiry, imagination and empathetic thinking. Teachers should enable their students to acquire the techniques that can help them to read with understanding, to locate and use information and to formulate an argument. In addition, students should also be taught on the use of vocabulary pertinent to the topics being studied, including historical terms to express causality, chronology, logic, hypothesis, comparison, and how to develop an argument. Students should be exposed to a wide range of literature that may facilitate their understanding of a certain topic. For example, in the study of “*Growth and Development of Hong Kong in the twentieth century*”, students’ reading may include general works of historians and other scholars relevant to the period, official reports and memoirs and accounts of people from all walks of life, including politicians, social leaders, factory workers, etc.

##### **ii) Using information technology as a tool in learning History**

The Internet has become an important source of learning history. A lot of relevant Internet resources are provided by the websites of various government departments or ministries, museums, public records offices or national archives,

as well as different international organizations. Moreover, a wide range of other Internet resources like sourcebooks, collections of cartoons and illustrations, commentary and papers are also available and can be located by using the search engines. Teachers should not only develop students' skills in selecting, analyzing and synthesizing information from a variety of sources, but also skills in detecting bias or inaccuracy, and arriving at reasoned judgements. Meanwhile the Internet and emails also enable students to share and exchange information among themselves and to facilitate self-learning and self-assessment. Students' empathetic thinking can also be developed through their participation in simulation games and other interactive computer programmes.

### **iii) Project learning in History**

Project learning makes learning beyond the classroom feasible. Students can work on topics that they are interested in and design their own schedule of work. In this way, learning becomes meaningful and the skills that students acquire during the learning process can develop their independence in handling real life situations and enhance the capacity for life-long learning. The learning process also provides students with opportunities to select, analyze and classify information, to collect materials from sources such as books, mass media, official documents, records or files and interviews, and then to present the data they have found in an orderly and meaningful way. The presentation may take the form of written or oral reports. Nevertheless, a well-planned project depends very much on teachers' close supervision and guidance. With regard to the selection of project topics, obviously students can acquire first hand information, including written, visual and oral information easily for topics relating to Hong Kong. However, with the availability of Internet resources, project topics can be chosen from any sub-theme of this curriculum.

### **iv) Life-wide learning in History**

Besides project learning, it is also essential to provide students with life-wide learning opportunities to link school learning with real life situations. The Public Records Office holds a rich collection of government publications for both the pre-war and post-war periods. A lot of historical photographs and videotapes, out-of-print local newspapers and a variety of books, directories, street indexes, journals and unpublished works relating to Hong Kong are also available there. Other government departments such as the Antiquities and Monuments Office and various museums in Hong Kong, and other non-government organizations are willing to render assistance in arranging

learning activities to supplement classroom learning. Community visits and heritage tours of historic buildings, Chinese and western alike, are useful in illustrating the coexistence and interaction of local traditional culture and foreign culture. Meanwhile, trips to the mainland of China, which are useful in developing students' sense of belonging and cultural identity as well as their understanding of Hong Kong's link with the mainland, can also be organized.

## **6. Setting suitable learning tasks**

Teachers should aim to give every learner the opportunity to experience success in learning and to achieve as high a standard as possible. Thus, they may need to plan learning tasks appropriate to the abilities of their students. In the case of students whose attainments fall below the expected level, teachers may want to concentrate on consolidating and building on the knowledge they have acquired during their studies at junior level, so that individual students can make progress and have a sense of achievement. For students whose attainments exceed the expected level, teachers may need to plan suitably challenging work by extending the requirements on the learning tasks, such as assigning them a mini-research project instead of an oral presentation.

## IV. Assessment

### 1. Internal Assessment

Assessment is one of the most powerful educational tools for promoting effective learning. Successful learning occurs when learners have the ownership of their learning. When students understand the goals that they are aiming for, they are better motivated and more likely to acquire the skills to achieve success. However, this entails overcoming several barriers to effective learning and making clear the distinction between *assessment of learning* for the purpose of grading and reporting and *assessment for learning* – involving *formative assessment*.

Formative assessment, which focuses on the building up of a profile of students' acquisition of concepts, skills and positive attitude through various learning processes, is an essential component for *assessment for learning*. Many skills, especially those involving the empathetic understanding of historical situations, or the process of collecting and analyzing evidence for a research project, are often more appropriately measured using this kind of assessment than wholly relying on an externally set examination. Formative assessment can accommodate a wide variety of bearing styles of students to facilitate a better demonstration of the achievement of learning outcomes. It can also enable teachers to respond more directly to the needs and aspirations of students by providing immediate feedback on their performances. It can also provide students with an indication of their progress to date and help them to determine the focus they must place in their future studies. To further put this into practice, the Hong Kong Examinations and Assessment Authority introduces the school-based assessment component into the public assessment of the subject in 2006. It is believed that the incorporation of an SBA component into the public assessment of the subject would make the assessment more comprehensive and would further enhance the accuracy of the grades awarded in the public assessment.

Formative assessment ought to be based on a combination of assignments, projects, oral presentations and class participation in addition to regular tests and examinations. A variety of purposeful activities can be arranged to stimulate students' interests as well as for assessment purpose. These can be

individual response, class participation, discussion, debate, role-play, simulation, field study and visits. All these activities, if appropriately structured and well sequenced, can develop students' mastery of historical concepts and skills and bring about effective informal channel in building up profile of students' attainment in the various sectors.

## **2. Public Assessment**

*For the latest version of public assessment, please refer to the handbook issued by the Hong Kong Examinations and Assessment Authority.*

### **(1) Assessment Objectives**

#### *A. For the Written Examination Component*

The objectives of the written examination are to test candidates'

1. knowledge and understanding of major events and trends of the 20<sup>th</sup>-century world;
2. ability to recall, evaluate and select knowledge relevant to the context and to deploy it in a clear and coherent form;
3. ability to recognize and make use of the concepts of cause and consequence, continuity and change, similarity and difference;
4. ability to look at events and issues from the perspective of people in the past;
5. ability to interpret and evaluate historical evidence: to extract information from historical sources; to distinguish between fact, opinion and judgment; to detect bias; to draw conclusions based on a comparison of various types of historical sources.

#### *B. For the School-based Assessment (SBA) Component*

The objectives of the SBA component are, in addition to those specified above for the written paper, to test candidates'

1. ability to formulate and evaluate decisions in the process of collecting and analysing information, listing and ranking alternatives;
2. understanding that historical conclusions are liable to reassessment in the light of new and reinterpreted evidence;

3. appreciation of the characteristics and values of their own culture, and respect for and tolerance of different opinions expressed, recognition of the existence of divergent experiences, beliefs and behaviours among different peoples, and identification with their shared virtues and common aspirations; and
4. spirit of impartiality and empathetic understanding in the study of History.

**(2) Assessment Rubrics**

1. Public assessment of the curriculum will consist of a written paper and a school-based assessment (SBA) portfolio.
2. The written paper will carry 80% of the total subject marks, and will be of 2 hours' duration. The paper will comprise Part A (50% of subject marks) and Part B (30% of subject marks). Candidates will be required to answer questions from both parts.

Part A will consist of data-based questions, which will fall within both Themes. All questions will have to be answered. Various types of historical sources will be used, which may include extracts from written sources, statistics, and visual materials such as maps, cartoons and photographs. Candidates are advised to spend approximately 1¼ hours on this part.

Part B will consist of five essay-type questions, of which candidates may attempt any ONE. The five questions will fall within both Themes. Candidates are advised to spend approximately 45 minutes on this part.

3. The SBA portfolio will carry 20% of the total subject marks. It will consist of a standardised student mark sheet and a written course assignment. On the student mark sheet the subject teacher will fill in the candidates' marks for their performance in four areas, namely, a written course assignment, course performance in S4, course performance in S5, and internal tests/exams results. The course assignment can be in various formats, e.g. essays, debate speeches, field journals. The student mark sheet and related regulations, guidelines and assessment criteria will be issued by the HKEAA.

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- Peterson, John & Sharp, Margaret. *Technology Policy in the European Union*. Basingstoke: Macmillan Press; New York: St. Martin's Press, 1998. (ISBN: 0333656431 [Macmillan], 0312216416 [St. Martin's])
- Pinder, John. *The Building of the European Union* (3<sup>rd</sup> Edition). Oxford; New York: Oxford University Press, 1998. (ISBN: 0192893157)
- Pinder, John. *The European Union: A Very Short Introduction*. Oxford; New York: Oxford University Press, 2001. (ISBN: 0192853759)
- Schechter, Michael G. ed. *United Nations-Sponsored World Conferences: Focus on Impact and Follow-up*. New York: United Nations University Press, 2001. (ISBN: 9280810480)

Wood, David M. & Yesilada, Birol A. *The Emerging European Union* (2<sup>nd</sup> Edition). New York: Longman, 2002. (ISBN: 0801319234)

Zito, Anthony R. *Creating Environmental Policy in the European Union*. New York: St. Martin's Press, 1999. (ISBN: 0312225547)

龐中英著。《全球化與財富：全球化下的經濟民族主義與國際關係》。濟南：山東人民出版社，2002。(國際書號：7209029540)

劉康著。《全球化／民族化》。天津：天津人民出版社，2002。(國際書號：7201040081)

王寧著。《全球化與文化研究》。台北：揚智出版社事業股份有限公司，2003。(國際書號：9578184344)

張福昌著。《邁向歐洲聯盟之路》。台北：三民書局股份有限公司，2002。(國際書號：9571434698)

黃琛瑜著。《歐洲聯盟 [跨世紀政治工程]》。台北：五南圖書出版公司，1999年。(國際書號：957-11-1748-X)

陳勁著。《歐洲聯盟之整合與體制運作》。台北：五南圖書出版公司，1999。(國際書號：9571117943)

張顯耀著。《歐洲聯盟：發展「共同外交暨安全政策」之研究》。台北：幼獅文化事業有限公司，1994。(國際書號：9575305868)

【英】 Philip Thody 著。鄭榮元譯。《歐洲聯盟簡史》(譯自 *An Historical Introduction to the European Union*)。台北：三民書局股份有限公司，2001。(國際書號：9571434019)

【美】 希拉蕊·弗倫奇 (Hilary F. French) 著，李丹譯。《消失的邊界：全球化時代如何保護我們的地球》(譯自 *Vanishing Borders: Protecting the Planet in the Age of Globalization*)。上海：上海譯文出版社，2002年。(國際書號：7532729427)

【英】 齊格蒙特·鮑曼 (Zygmunt Bauman) 著，郭國民、徐建華譯。《全球化：人類的後果》(譯自 *Globalization: The Human Consequences*)。北京：北京商務印書館，2001。(國際書號：7100032954)

## 2. Journals on History Learning/Teaching

天津歷史教學社。《歷史教學》。(月刊)。

華南師範大學歷史系。《中學歷史教學》。(月刊)。

陝西師範大學。《中學歷史教學參考》。(月刊)。

華東師範大學。《歷史教學問題》。(雙月刊)。

歷史教學社。《歷史學習》。(月刊)。

香港中文大學 – 中國文化研究所。《二十一世紀》。(月刊)。

GCSE Modern History Review - Hindsight (3 issues per year). Philip Allan Updates, Market Place, Deddington, Oxfordshire OX15 OSE. (ISSN: 0958-3637)

Modern History Review (quarterly). Philip Allan Updates, Market Place, Deddington, Oxfordshire OX15 OSE. (ISSN: 0956-0726)

Teaching History (quarterly). History Teachers' Association of NSW Inc. PO Box W122, Wareemba, 2046. (ISSN: 0040-0602)

History Today (monthly). History Today Ltd., 20 Old Compton Street, London W1D 4TW. (ISSN: 0018-2753)

Teaching History (quarterly). The Historical Association, 59a Kennington Park Road, London, SE11 4JH. (ISSN: 0040-0610)

The Historian (quarterly). The Historical Association, 59a Kennington Park Road, London, SE11 4JH. (ISSN: 0265-1076)

### 3. Internet Resources

#### General

Paul Halsall - Fordham University Internet History Sourcebooks Project. [Online].

<http://www.fordham.edu/halsall/>

(a world wide web project designed to provide easy access to primary sources and other teaching material; developed and edited by Paul Halsall, and is located at the History Department of Fordham University, New York. )

History-Social Studies Web Site for K-12 Teachers. [Online].

<http://my.execpc.com/~dboals/boals.html>

(on-line catalogue of resources)

The National Archives Learning Curve. [Online].

<http://learningcurve.pro.gov.uk/>

(an on-line teaching resource, structured to tie in with the UK History National Curriculum from Key Stages 2 to 5.)

BBC (British Broadcasting Corporation) – History. [Online].

<http://www.bbc.co.uk/history/>

The History Net - Where History Lives On The Web. [Online].

( by the Primedia History Group-a publisher of history magazines )

<http://www.historynet.com/index.html>

Historical Atlas of the Twentieth Century. [Online].

<http://users.erols.com/mwhite28/20centry.htm>

The Avalon Project at Yale Law School: 20th Century Documents. [Online].

<http://www.yale.edu/lawweb/avalon/20th.htm>

《二十一世紀》。【在線】，<http://www.cuhk.edu.hk/ics/21c>

香港中文大學中國文化研究所出版有關政治、學術、文藝、歷史、科技資訊等內容的雙月刊



Department of History- HKBU 《香港浸會大學歷史系》 -  
E-Magazine 網上雜誌。【在線】，<http://www.hkbu.edu.hk/~soscl/hist/index.html>

中國社會科學院世界歷史研究所 – 中國世界史研究網  
[http://www.cass.net.cn/chinese/s22\\_sls/s22\\_sls.htm](http://www.cass.net.cn/chinese/s22_sls/s22_sls.htm)

香港資訊教育城 – 歷史科教案及練習  
<http://www.hkedcity.net/resources>

### ***(a) Growth and development of Hong Kong***

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

《香港文化博物館》。【在線】，<http://www.heritagemuseum.gov.hk>

《古物古蹟辦事處》。【在線】，<http://www.lcsd.gov.hk/CE/Museum/Monument/>

Government Records Service of Hong Kong 《香港政府檔案處》。【在線】，  
<http://www.grs.gov.hk/ws/index.html>

Lord Wilson Heritage Trust. [Online].  
<http://www.lordwilson-heritagetrust.org.hk/front.html>

E-Journal on Hong Kong Cultural and Social Studies. [Online].  
<http://www.hku.hk/hkcsp/ccex/ehkcss01/index.htm>

Cyber Culture Express. [Online].  
<http://www.hku.hk/hkcsp/ccex/text/aboutus/reader.html>

Royal Asiatic Society Hong Kong Branch. [Online].  
<http://www.royalasiaticsociety.org.hk/>

## ***(b) Modernization and transformation of China***

中國政府網頁。【在線】，<http://www1.cei.gov.cn/govinfo/>

新華網。【在線】，<http://www.xinhuanet.com/>

新華社主辦

人民網。【在線】，<http://www.people.com.cn/GB/index.html>

《人民日報》建設的以新聞為主的大型網上信息發布平台

《文革博物館》。【在線】。 <http://www.cnd.org/CR/index.htm>

文獻資料、學術研究、史海鉤沉等

央視國際。【在線】，<http://www.cctv.com/specials/80zhounian/index.html>

中國中央電視台建設。

中新網（中國新聞網）。【在線】，<http://www.chinanews.com.cn/subsite/party80/index.html>

中國網。【在線】，<http://www.china.org.cn/chinese/index.htm>

是中國互聯網新聞中心下屬的網站，由國務院新聞辦公室主管，中國外文出版發行事業局主辦。

中國社會科學院（Chinese Academy of Social Sciences）。【在線】，

<http://www.cass.net.cn/webnew/index.asp>

Harvard China Review Home Page. [Online].<http://www.harvardchina.org/index.html>

《中央研究院近代史研究所》。【在線】。 <http://www.sinica.edu.tw/imh/index.html>

學術研討會、出版、檔案館、郭廷以圖書館、胡適紀念館及新書出版消息等

《中央研究院人文社會科學》。【在線】。

[http://www.sinica.edu.tw/info/expo96/human\\_c.html](http://www.sinica.edu.tw/info/expo96/human_c.html)

包括歷史語言研究所、民族研究所、近代史研究所、經濟研究所等文物/研究成果簡介等

### ***(c) Change and development of Japan and Southeast Asia***

ASEAN Secretariat (Association of South East Asian Nations). [Online].

<http://www.aseansec.org/>

Internet Eastern Asia Sourcebook. [Online].

<http://www.fordham.edu/halsall/eastasia/eastasiasbook.html>

20<sup>th</sup> Century History- Browse stories: ThingsAsia. [Online].

[http://www.thingsasian.com/destination/stories\\_list.jsp?category\\_id=23](http://www.thingsasian.com/destination/stories_list.jsp?category_id=23)

(a collection of articles, facts, artwork, photographs and maps of various countries of Asia; the emphasis is on art, culture, history and travel.)

The National Museum of Japanese History. [Online].

[http://www.rekihaku.ac.jp/index\\_ne.html](http://www.rekihaku.ac.jp/index_ne.html)

City University of HK Southeast Asia Research Centre. [Online].

<http://www.cityu.edu.hk/search/>

HKU Centre of Asian Studies. [Online].

<http://www.hku.hk/cas/about.html>

Asia Society (America) . [Online].

<http://www.asiasociety.org/>

台北中央研究院 亞太區域研究專題中心

<http://www.sinica.edu.tw/~capas/>

The Association for Asian Studies(US) . [Online].

<http://www.aasianst.org/>

ASAA Asian Studies Association of Australia . [Online].

<http://coombs.anu.edu.au/ASAA/>

Kyoto Review of Southeast Asia. [Online].

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

Center for Southeast Asian Studies, University of Hawaii. [Online].

<http://www.hawaii.edu/cseas/index.html>

Asian Studies E-Journals. [Online].

<http://www.uni-koeln.de/phil-fak/indologie/AsianE-JournalsA-J.html>

### ***(d) Major conflicts and the quest for peace***

The National Archives Learning Curve Cold War. [Online].

<http://learningcurve.pro.gov.uk/coldwar/>

The Provincial Museum of Alberta - Government History - The Poster War. [Online].

<http://www.pma.edmonton.ab.ca/vexhibit/warpost/english/exhibit.htm>

(Allied Propaganda Art of the First World War)

Arthur Szyk Cartoons. [Online].

<http://rutlandhs.k12.vt.us/jpeterso/Szykpage.htm>

(The work of Arthur Szyk, a Polish-born artist, about World War II.)

World War II Posters. [Online].

[http://www.boondocksnet.com/cb/posters\\_world\\_war\\_ii.html](http://www.boondocksnet.com/cb/posters_world_war_ii.html)

World War II, A British Focus. [Online].

<http://www.warlinks.com/>

Internet Modern History Sourcebook: War, Conflict and Progress. [Online].

<http://www.fordham.edu/halsall/mod/modsbook4.html>

World War II Poster Collection from Northwestern University Library. [Online].

<http://www.library.northwestern.edu/govpub/collections/wwii-posters/index.html>

North Atlantic Treaty Organization. [Online].

<http://www.nato.int/>

BBC News – History File: Yugoslavia & the Balkans, 1900-1998. [Online].

<http://news.bbc.co.uk/hi/english/static/map/yugoslavia/>

An Abridged History of Central Asia. [Online].

[http://www.asian-history.com/the\\_frame.html](http://www.asian-history.com/the_frame.html)

MidEast Web - Middle East History and Resources [Online].

<http://www.mideastweb.org/history.htm>

### ***(e) The quest for cooperation and prosperity***

The United Nations. [Online].

<http://www.un.org/>

United Nations Educational, Scientific and Cultural Organization. [Online].

[http://portal.unesco.org/en/ev.php@URL\\_ID=15006&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php@URL_ID=15006&URL_DO=DO_TOPIC&URL_SECTION=201.html)

World Trade Organization. [Online].

<http://www.wto.org/index.htm>

World Health Organization. [Online].

<http://www.who.int/en/>

International Monetary Fund. [Online].

<http://www.imf.org/>

Food and Agriculture Organization of the United Nations. [Online].

<http://www.fao.org/>

European Union. [Online].

[http://europa.eu.int/index\\_en.htm](http://europa.eu.int/index_en.htm)

Asia-Pacific Economic Cooperation. [Online].

<http://www.apecsec.org.sg/>

Internet History of Science Sourcebook. [Online].

<http://www.fordham.edu/halsall/science/sciencesbook.html>

Internet Global History Sourcebook. [Online].  
<http://www.fordham.edu/halsall/global/globalsbook.html>

YaleGlobal Online Magazine. [Online].  
<http://yaleglobal.yale.edu/index.jsp>

Organisation for Economic Co-operation and Development. [Online].  
<http://www.oecd.org/home/>

樂施會無窮校園：貧窮多面睇。[在線]。  
<http://www.oxfam.org.hk/chinese/cyberschool/c-topics01.htm>

Oxfam Hong Kong: Cyber School – Our World. [Online].  
<http://www.oxfam.org.hk/english/cyberschool/world/>

樂施會無窮校園：看看這地球。[在線]。  
<http://www.oxfam.org.hk/chinese/cyberschool/>

United Nations Cyberschoolbus. [Online]. <http://www0.un.org/cyberschoolbus/index.asp>

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

USA for UNCHR (The UN Refugee Agency). [Online]. <http://www.unrefugees.org/>

## 4. Audio-visual Resources

The Hong Kong Association of History Educators –online VCD resource catalogue

<http://home.hkcampus.net/~hkahe>

(The Hong Kong Association of History Educators website provides a variety of VCD resources catalogue for the teaching of S1-S7 history curriculum)

Asian Education Media Service – online resource catalogue

<http://www.aems.uiuc.edu>

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

The PBS Video

<http://teacher.shop.pbs.org>

The New Video Group

<http://www.newvideo.com>

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

### The Modern World

<u>Title</u>	<u>Media</u>	<u>Distributor</u>
The World: A TV History Series Part 25 - The World in Conflict 1929-1945	Video tapes	<i>Educational Film Series</i>
The World : A TV History Series Part 26 - The Modern World 1945-	Video tapes	Educational Film Series
Twentieth Century History	Video tapes 4 volumes	Chicago, IL: Films Incorporated, 1989, 1981 British Broadcasting Corporation (TV)
Mad, Mad Century	Video tapes	Princeton, N.J.: Films for the Humanities & Science, 1996, 1995

Reuters Television, Granite  
Production & the NBC Super  
Channel

Our Times: Multimedia Encyclopedia of the 20 <sup>th</sup> Century	CD-ROM	Redwood City, CA: Vicarious, 1995, Jones, James Earl & Vicarious, Inc.
The Era of The Second World War	CD-ROM	AVP Picturebase
War Documentaries on Video Tapes: The War at War – WWII	Video tapes 12 volumes	Sussen Publications
The Second World War.	Audio tapes	London: BBC Cassettes, 1990, British Broadcasting Corporation.

Asia

<u>Title</u>	<u>Media</u>	<u>Distributor</u>
Mao Tse tung: The Architect of Modern China	Video tapes	Zeitgeist Films Ltd
Chinese Revolution, The	Video tapes	PBS Video
China – The PBS Series Mao Years, The (1949 - 1976)	Video tapes	PBS Video
Power in the Pacific Series	4 video tapes	PBS Video
China Rising Series	3 video tapes	New Video Group
China: A Century of Revolution	3 video tapes	Cheng & Tsui Company
India After Independence	Video tapes	Zeitgeist Films Ltd
History of Hong Kong 1842-1984	CD-ROM	The Open University of Hong Kong
The Hong Kong Advantage	Video tapes	Enright, Michael, Hong Kong: Vision 2047 Foundation, 1997
Journey to the Heart of Japan	CD-ROM	Santa Fe, California: InterOptica; Hong Kong: Stanley, Thomas & Irving, Dick Asia-CD,



## Others

<u>Title</u>	<u>Media</u>	<u>Distributor</u>
The Myth of the Clash of Civilization	Video tapes	Northampton, MA: Media Education Foundation, 1998. Said, Edward
〈巴勒斯坦十月〉《鏗鏘集》	錄影帶	香港：香港電台，2002年11月18日。香港電台電視部。

For further information concerning distributors of audio-visual resources in Hong Kong, teachers may refer to the Government Supplier List for reference.



香港考試及評核局  
2006 香港中學會考歷史科學校考生校本評核評分表  
Hong Kong Examinations and Assessment Authority  
2006 HKCEE History School-based Assessment School Candidates Mark Sheet

<b>學校名稱：</b> <b>School Name:</b>		<b>學校編號：</b> <b>School Code:</b>				
<b>學校地址：</b> <b>School Address:</b>		<b>學校電話：</b> <b>School Phone No.:</b>				

考生姓名 Candidate's Name		考生編號 Candidate No.	校本評核評分 SBA Marks				備註 Remarks
英文 English	中文 Chinese		所選文字 功課 (0 - 5 分) Selected Written Course Assignment (0 - 5 marks)	中四期間 學科表現 (0 - 5 分) Course Performance in S4 (0 - 5 marks)	中五期間 學科表現 (0 - 5 分) Course Performance in S5 (0 - 5 marks)	校內測驗/ 考試(0 - 5 分) Internal Tests/Exams (0 - 5 marks)	

接受評核考生中，下列考生編號的考生是本教師的親戚。親戚泛指子女、兄弟姊妹、姪/甥(女)、堂/表親及其他同住之親屬。(如無該等考生，請寫「無」)：

Declaration: Assessed candidates with the following Candidate Numbers are my relatives. Relatives refer to children, brothers and sisters, nephews and nieces, cousins and others living in the same home. (Write 'NIL' if no such candidates):

教師姓名： \_\_\_\_\_ 教師簽署： \_\_\_\_\_  
Teacher's name: \_\_\_\_\_ Teacher's signature: \_\_\_\_\_

校長姓名： \_\_\_\_\_ 校長簽署： \_\_\_\_\_  
Principal's name: \_\_\_\_\_ Principal's signature: \_\_\_\_\_

學校蓋章： \_\_\_\_\_ 日期： \_\_\_\_\_  
School stamp: \_\_\_\_\_ Date: \_\_\_\_\_

1. 表格如不敷應用，請自行影印，惟每張提交考評局的表格均須經教師及校長簽署和學校蓋章。  
Please photocopy this form for use where necessary. The teacher and principal signatures and the school stamp should be on every form submitted.
2. 請於 2006 年 4 月 30 日前，將填妥的評分表送交灣仔軒尼詩道 130 號 12 字樓考評局學校考試及評核部。  
Please forward the completed Mark Sheets to School Examinations and Assessment Division, HKEAA, 12/F, Southorn Centre, 130 Hennessy Road, Wanchai on or before 30 April 2006.
3. 學校須妥善保管校本評核所選文字功課，直至 2006 年 8 月 31 日。在此日期以前，考評局考試人員可能向學校索取該等功課加以審閱。  
All written course assignments selected for SBA assessments should be retained in good conditions by the school until 31 August 2006. Before then they may be requested for inspection by HKEAA examination personnel.

**Hong Kong Examinations and Assessment Authority  
HKCEE History  
SBA Assessment Criteria**

**I. Written Course Assignment**

<b>Achievement Criteria</b>				
<b>5 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>
Shows a clear grasp of the significance of the task	Shows an awareness of the significance of the task	Shows a general understanding of the task	Shows inadequate understanding of the task, with little distinction made between relevant and irrelevant material	Shows little understanding of the task, with no distinction made between relevant and irrelevant material
Balanced contents, with appropriate and effective use of relevant material	Fairly balanced contents, with reasonably accurate use of relevant material	Able to present major historical facts, but contains some irrelevant or wrong material	Contains few relevant and important facts	Contains very few relevant facts
Well organised, clearly presented and fluent	Reasonably well organised, understandable and fairly fluent	Fairly understandable but not well organised	Poorly organised and barely understandable, with conspicuous mistakes in writing/spelling personal and place names	Very poorly organised and difficult to understand, with annoying mistakes in writing/spelling important personal and place names

Note: Teachers are requested to exercise discretion in awarding 0 marks to a student in extreme cases such as when the student hands in no course assignment during the two-year study, or the quality of the work handed in does not reach the ‘1’ level specified above.

**II. Course Performance**

<b>Achievement Criteria</b>				
<b>5 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>
Eager in participating in learning activities	Shows initiatives in participating in learning activities	Participates in learning activities when directed	Participates in learning activities when directed, with slight reluctance	Participates in learning activities when directed, with great reluctance
Responds to teacher’s questions eagerly with clear and insightful answers	Responds to teacher’s questions with clear and appropriate answers	Responds to teacher’s questions with short but appropriate answers	Responds to teacher’s questions with short answers	Responds to teacher’s questions reluctantly with incomplete answers
Shows strong interests in topics being taught and asks insightful questions to widen knowledge	Shows strong interests in topics being taught and asks questions to clarify doubts	Shows interests in topics being taught and asks questions to clarify doubts	Shows some interests in topics being taught and asks questions occasionally	Shows little interests in topics being taught and rarely asks questions
Shows high ability in differentiating between facts and opinions, presenting logical arguments, interpreting historical resources, and formulating and evaluating decisions in learning activities.	Shows ability in differentiating between facts and opinions, presenting logical arguments, interpreting historical resources, and formulating and evaluating decisions in most learning activities.	Shows ability in differentiating between facts and opinions, presenting logical arguments, interpreting historical resources, and formulating and evaluating decisions.	Shows limited ability in differentiating between facts and opinions, presenting logical arguments, interpreting historical resources, and formulating and evaluating decisions.	Lacks ability in differentiating between facts and opinions, presenting logical arguments, interpreting historical resources, and formulating and evaluating decisions.

Note: Teachers are requested to award 0 marks to a student in cases where the student’s course performance does not reach the ‘1 mark’ level specified above.

**HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY**  
**2006 HKCEE HISTORY**

**Guidelines on School-based Assessment**

**1. Introduction**

As stipulated in the *S4-5 History Curriculum and Assessment Guide (Secondary 4-5)*, there is a school-based assessment (SBA) component constituting part of the public assessment of the subject, and carrying 20% of the subject weighting.

**2. Aims and objectives of SBA**

- 2.1 It is believed that the incorporation of an SBA component into the public assessment of the subject would make the assessment more comprehensive, as there are skills in the curriculum that cannot be assessed with conventional written examinations. It is also believed that teachers are the people most familiar with their students' achievements in a subject, and so the incorporation of their assessment on their students' achievement into the public assessment would enhance the accuracy of the grades awarded in the public assessment.
- 2.2 The assessment objectives of the SBA component are set out in the *Curriculum and Assessment Guide* for the subject.

**3. Format**

- 3.1 The SBA component of the CE History syllabus takes the form of a School Candidates Mark Sheet of each class and a marked written course assignment of each candidate. The School Candidates Mark Sheet will be provided by the Authority. Teachers are to record on the School Candidates Mark Sheet the mark given to the selected written course assignment by referring to the 'SBA Assessment Criteria'. The selected written course assignment can be in various formats, such as essays, debate speeches, field visit journals, etc. In addition to the selected written course assignment, teachers' evaluation on their students' course performance in S4 and in S5 and also students' general results in internal tests/examinations are also parameters contributing to the total mark of the SBA component for an individual student.
- 3.2 It is not the intention of the SBA component to increase the workload of teachers and students. Therefore, the selected written course assignment and the internal tests/examinations are expected to be part of the regular formative assessment designed by the teacher throughout the S4-S5 years, rather than an additional assignment or extra tests/examinations. Teachers are encouraged to allocate some class time for students to work on the written course assignment.
- 3.3 The language medium of the selected written course assignment must be the same as that of the written examination that the candidate sits.
- 3.4 SBA is compulsory for all school candidates. Schools are required to comply with the requirements specified in Section 4 below.
- 3.5 Private candidates may opt to use their previous SBA results. These results must be obtained within the previous two years. If they do not opt to use their previous SBA results, or if they have no previous SBA results, their written paper results will be given a subject weighting of 100%. Private candidates will be required to indicate their choice at the time of registration.

#### 4. Procedure and working schedule

- 4.1 *Schools participating for the first time:* Schools wishing to enter candidates for the subject for the first time must inform the Authority in writing **not later than 1<sup>st</sup> June**, two years preceding the examination, including the estimated number of students and the language medium chosen.
- 4.2 *Existing participating schools:* **By September each year**, participating schools should inform the Authority, through their reply to a letter issued by the Authority, the numbers of students taking History in S4 and S5, and the names of teachers involved in the SBA.
- 4.3 *During the S4-5 History course:*
- 4.3.1 Teachers are requested to collect from each student a written course assignment done during the S4-5 years. The course assignment selected should be one that reflects the candidate's highest achievement in respect of the curriculum aims and objectives set out in the *Curriculum and Assessment Guide*.
- 4.3.2 Teachers are also requested to fill in a School Candidates Mark Sheet for each class and submit to the Authority by the **end of April** of the year of examination and to keep candidates' written course assignment in a safe place until **the end of August** of the year of examination for HKEAA's inspection upon request. When awarding marks to course assignments and course performance, teachers are required to make reference to the SBA Assessment Criteria (see Section 5 below).
- 4.3.3 When awarding marks to a student's overall result in internal tests/examinations during the S4-5 years, teachers are requested to rank their students into five groups based on their overall tests/exams performance, with each student in the top group awarded 5 marks, each in the second best group 4 marks, each in the middle group 3 marks, each in the fourth best group 2 marks, and each in the bottom group 1 mark. For example, if a school adopts a mark range of 0-100 for its internal tests/exams, students in the best group will be those in the 81-100 mark range, the second best group in the 61-80 mark range, the middle group in the 41-60 mark range, the fourth best group in the 21-40 mark range, and the bottom group in the 0-20 mark range. **The number of students in each group need not be the same.** If a student does not attend any internal tests/exams throughout the S4-5 years, he/she should be awarded zero marks for his/her performance in internal tests/exams.

Since the internal tests/examinations result is a part of the SBA, for fairness and security purposes, schools are recommended to note the following points:

- Question papers should be printed under the supervision of a designated teacher;
  - Master copy of the question paper should not be left in the custody of the workman deployed to do the printing job;
  - Upon completion of printing, defective copies and used stencils should be immediately shredded under supervision. Printed question papers should be immediately sealed in the presence of the supervising teacher who should sign across the seal and they should then be forwarded to the teachers concerned for storage under lock; and
  - Access to the printing room should be restricted to authorized persons.
- 4.3.4 The school principal and the assessing teacher are requested to sign on the appropriate space provided in the School Candidates Mark Sheet.

4.4 *Submission of School Candidates Mark Sheet:* Participating schools are to submit the School Candidates Mark Sheet of their History students to the Authority by the *end of April* of the year of examination. Schools will be informed of the exact date for submission of the portfolios in due course.

## **5. Awarding marks to students' selected written course assignments and course performance in S4 and in S5**

5.1 There are five levels of achievement for a student in each of the SBA areas: '5 marks', '4 marks', '3 marks', '2 marks', and '1 mark'. When a school informs the Authority about its intention to participate in the public assessment of the subject (see 4.1 above regarding time and requirements), it will be provided a copy of this 'Guidelines' and SBA Assessment Criteria, as well as a template of the School Candidates Mark Sheet.

5.2 When awarding marks to their students' selected written course assignments and course performance in S4 and in S5, teachers should refer to the SBA Assessment Criteria and work out which descriptions best fit their students' level of achievement in a particular SBA area, and then record the mark in the relevant space in the mark sheet. The highest mark for a particular SBA area is 5. For the entire SBA component, the highest mark a student may score is 20. Whilst the lowest mark of a particular SBA area should normally be 1, teachers are requested to exercise discretion in awarding 0 marks to an SBA area where a student's performance in that area does not reach the '1 mark' level specified in the SBA Assessment Criteria, or in cases where a student does not hand in any course assignments or fails to attend any internal tests/exams during his/her two-year study of the subject.

5.3 The total marks will provide a rank order of students in a class in terms of their relative achievement in the SBA component. The Authority will not change this rank order when carrying out moderation of SBA results among different schools (please see Section 6 below).

## **6. Moderating schools' SBA marks**

6.1 It is believed that teachers can make reliable assessments of the work of their students in relation to one another. Therefore, the moderation procedure is not intended to change the teachers' rank orders of their students within a class, as established by the SBA component. However, teachers will appreciate the necessity for the Authority to institute some form of mark adjustments in order to achieve comparability of assessments across schools.

6.2 The SBA marks awarded by schools will be moderated statistically, and the moderating instrument will be the written paper. Specifically, the SBA results of students in a class will be statistically adjusted to make their level and distribution match those of their written paper results. It is important to note that this moderation procedure will not lead to an alteration of the rank order of students in the class awarded by the teacher.

## **7. Designing written course assignments for students**

When planning a written course assignment for SBA purposes, teachers need to consider whether the assignment can assess the students effectively in terms of the SBA assessment objectives. The written course assignment to be submitted to the Authority can be in various formats, such as essays, debate speeches and field visit journals.

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