

History (S1-S3)

1. Introduction

The study of History plays a crucial role in developing students' understanding of the past, present and future. Beyond merely transmitting facts and data, it emphasises the process of historical enquiry and investigation. By analysing primary sources, considering multiple perspectives, and understanding the relationship between evidence and explanations, students construct their own historical knowledge.

The study of History also provides students with a deeper understanding of the world. It helps them explore the origins of key concepts like nationalism, democracy, and revolution. Moreover, by studying the past, students can better make sense of current affairs and understand how historical events have shaped the present.

Historical enquiry develops students' critical thinking skills and ability to analyse and evaluate sources. These skills are essential for understanding the changing relationships between people, places, and events in the past and their impact on contemporary society.

The study of History is essential for students to become informed and responsible citizens. It helps them understand the historical and cultural ties between Hong Kong and the Mainland, contributing to a better understanding of their country. Additionally, the critical thinking skills developed through history education equip students with the tools to evaluate evidence, think independently, and make informed decisions.

In conclusion, the study of History education in Hong Kong is a valuable component of the junior secondary curriculum. It not only provides students with knowledge of the past but also equips them with essential skills for understanding the present and shaping the future. By fostering critical thinking, empathy, and a global perspective, the study of History prepares students to become informed, responsible, and engaged global citizens.

2. Curriculum aims

The aims of the junior 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.

3. Curriculum objectives

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) *Values and Attitudes*
 - (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.

4. Curriculum framework (2024-2025)

(a) S1

	Module	Priority Values and Attitude #
Term 1	<u>Module 1</u> History, Culture and Heritage of Early Hong Kong	- respect for others - national identity - benevolence
	<u>Module 2</u> Growth and Development of Hong Kong up to the Late 19th Century	- national identity - benevolence - empathy
Term 2	<u>Module 3</u> Growth and Transformation of Hong Kong in the 20th Century	- perseverance - national identity - diligence
	<u>Module 4</u> Human Needs: Past and Present	- respect for others - national identity - diligence

(b) S2

	Module	Priority Values and Attitude #
Term 1	<u>Module 1</u> Human Needs: Past and Present	- respect for others - national identity - diligence
	<u>Module 2</u> Development of European Civilisation	- respect for others
Term 2	<u>Module 3</u> The Rise of Islamic Civilisation and Cultural Interactions between Europe and Asia in Medieval Times	- respect for others
	<u>Module 4</u> Rise of Modern Europe - Renaissance and Enlightenment	- perseverance - respect for others - diligence

	Module	Priority Values and Attitude #
Term 1	<u>Module 1</u> Rise of Modern Europe - Renaissance and Enlightenment	- perseverance - respect for others - diligence
	<u>Module 2</u> Age of Revolution - American, French and Industrial Revolutions	- perseverance - respect for others - empathy - diligence
	<u>Module 3</u> International Conflicts and Crises in the 20th Century (I) - World War I	- responsibility - national identity - benevolence - empathy
Term 2	<u>Module 3 (cont'd)</u> International Conflicts and Crises in the 20th Century (I) - World War II	- unity
	<u>Module 4</u> International Conflicts and Crises in the 20th Century (II) - Cold War and Post-Cold War Period	- perseverance - national identity
	<u>Module 5</u> International Cooperation since the 20th Century	- respect for others - responsibility - benevolence - unity

Priority values and attitude include “perseverance”, “respect for others”, “responsibility”, “national identity”, “commitment”, “integrity”, “benevolence”, “law-abidingness”, “empathy”, “diligence”, “unity” and “filial piety”.

5. Assessment

Under assessment for learning, all students address the conceptual framework and develop the knowledge, skills, values and attitudes for junior secondary History. Therefore, assessments will emphasise the acquisition of knowledge via understanding and application of concepts, the grasp and application of skills and the processing and presentation of information. On this basis, a variety of tasks and activities will be employed to look at the learning outcomes. They include worksheets, presentations, projects, quizzes, unit tests and the final examination.

(a) Continuous Assessment

Assessment Criteria in Continuous Assessment	Items	Proportion in Continuous Assessment
Knowledge	Quizzes Unit Tests Mid-year Assessment	40%
Independent Learning	Note-taking Work in Study Notes Reading Punctual Submission of Work	25%
Skills	Major Assignments Projects	35%

(b) Year Grade

Component in Year Grade	Proportion in Year Grade
Term 1 Continuous Assessment	30%
Term 2 Continuous Assessment	30%
Final Examination	40%

6. Students as Self-directed Learners

(a) hybrid learning

Students are provided different forms of electronic media, and information and communications technology to facilitate their self-directed learning, as well as allowing them to learn collaboratively. Students can use their tablet or notebook computers to do research on their projects and written reports within or outside the classroom.

Hybrid learning tools used in junior secondary History include Google Classroom, Google Drive, Kahoot, Newsela, Padlet, Gimkit, Wordwall and others.

(b) reading

Reading is essential in the study of History. To understand the world from multiple perspectives, students are expected to read extensively and deeply. Library visits will be arranged during project research lessons. In addition, students will be asked to link learning topics to current events throughout the year.

7. Use of Generative AI

(a) Principles

- Generative AI is one of the tools for learning.
- Plagiarism is a kind of academic dishonesty. It arises when a person copies or adapts others' (including AI's) work as a part or whole of his/her own work without proper acknowledgment.
- Correct use generative AI is essential for learning.

(b) Requirements

- Each student will sign a declaration form and cite the part(s) in his/her work which originated from or adapted from generative AI tools.
- Student work will be examined by AI detectors and cross-checked with the declaration form. Teachers reserve the right to deduct marks if a large proportion of work is found originated from or adapted from generative AI tools.
- Students are advised to keep their working drafts to prove the originality of their work.

8. The role of parents and homework

- (a) To encourage your child to read extensively.
- (b) To ensure your child finish History assignments and projects punctually.
- (c) To scrutinise the progress of learning of your child by encouraging them to revise the learning materials persistently and checking the organisation of their portfolio.
- (d) To maintain constant communication with teachers about your child's learning habits and progress at home.