

History (S4-S6)

1. Introduction

History is one of the six elective subjects in the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA). It plays a pivotal role in developing students' understanding of the human world and fostering critical thinking and enquiry skills. The curriculum aims to promote historical investigation and analysis, equipping students with higher-order thinking skills.

The study of History in senior secondary education helps students develop a global perspective and a deeper understanding of the processes of interaction, diversification, and rapid change in today's world. Through the curriculum, students are encouraged to appreciate their place in the long flow of human history.

The History curriculum covers topics that are historically significant, relevant to students' daily experiences, and conducive to mastering historical study skills. The curriculum aims to provide students with opportunities to explore beyond temporal, cultural, and political boundaries.

The History curriculum also emphasises the development of fundamental values and attitudes, such as regard for human life and dignity, and the pursuit of peace, cooperation, and prosperity. It encourages teachers to introduce different perspectives and guide students to reflect on their viewpoints to arrive at balanced judgments.

Upon completion of the History course, students should have cultivated the values and attitudes of a responsible citizen. The curriculum also prepares students for further studies in the humanities, social sciences, or business management. The training in History equips students with critical and independent thinking skills, which are valuable for various professions.

2. Curriculum aims

The aims of this curriculum are to enable students to:

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

3. Curriculum objectives

Students are expected to acquire knowledge and develop understanding of:

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

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

- (a) distinguish fact from opinion; detect biased viewpoints, ambiguous assumptions and unsubstantiated arguments; and build up proper historical perspectives;
- (b) compare and interpret historical data; arrive at reasoned conclusions based on available evidence; and recognise the fact that history is subject to reassessment based on the interpretation of new evidence;
- (c) ascertain and explain the extent to which historical documents and archives reflect contemporary attitudes, values and passions;
- (d) present logical and coherent arguments through the proper selection and organisation of historical data;
- (e) search for, select, analyse and synthesise information through various means, including the Internet, and consider various ways of arriving at conclusions and making appraisals; and
- (f) apply historical knowledge and skills in everyday life.

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

- (a) appreciate the difficulties and challenges that humankind faced in the past, and to understand the attitudes and values that influence human behaviour;
- (b) tolerate and respect different opinions, and to recognise the fact that although different communities have different experiences and beliefs, there are values and ideals that are commonly shared by all humankind;
- (c) develop and maintain an inquisitive attitude towards human culture; and
- (d) become responsible citizens with a sense of national identity and a global perspective.

4. Curriculum framework

	S4	S5	S6
Theme	<u>Theme B</u> Conflicts and Cooperation in the Twentieth-Century World	<u>Theme A</u> Modernisation and Transformation in Twentieth-Century Asia	<u>Theme A</u> Modernisation and Transformation in Twentieth-Century Asia
Term 1	Major conflicts and the quest for peace - International relations from 1900 to 1914 - The two world wars and the peace settlements	Modernisation and transformation of Hong Kong - Political and institutional changes - Development as an international city Modernisation and transformation of Japan - Modernisation in the early 20th century - Reconstruction and growth after WWII - Relations with other Asian countries	Modernisation and transformation of Japan - modernisation in the early 20th century - reconstruction and growth after WWII - relations with other Asian countries Revision and examination preparation
Term 2	Major conflicts and the quest for peace (cont'd) - Major conflicts after WWII and attempts to make peace • superpower rivalries and détente • other major conflicts and attempts at making peace The quest for cooperation and prosperity - International economic cooperation - International social and cultural cooperation	Modernisation and transformation of China - Early attempts at modernisation - reforms and revolutions - Socialist modernisation in the Maoist period and the evolution of “socialism with Chinese characteristics” in the post-Mao period	

5. Assessment

(a) Role of assessment in assisting learning and teaching

In line with the approach assessment for learning, the subject adopts a combination of formative and summative assessment. Formative assessment is to provide data and direction for students to improve. Summative assessment is to assess students' standards. Both types of assessment give feedback to students, teachers, schools, and parents on the effectiveness of teaching and on students' strengths and weaknesses in learning.

(b) Internal assessment

There are different ways of assessment throughout the year in which the following assessment criteria would apply in various ways throughout the course:

Assessment criteria in Continuous Assessment	Component	Proportion in Continuous Assessment
Understanding of Historical Knowledge and Concepts	assignments	45%
Application of Historical Knowledge and Concepts	tests	45%
Self-directed learning in History	lesson tasks extra-learning materials reflections learning portfolio	10%

Year level	Item	Proportion in Year Grade
S4 and S5	Term 1 Continuous Assessment	20%
	Term 2 Continuous Assessment	20%
	Term Examination	30%
	Final Examination	30%
S6	Term 1 Continuous Assessment	40%
	Mock Examination	60%

(c) Level Descriptors and Boundaries

Level	Criteria
5	- show comprehensive knowledge of the curriculum content by differentiating facts from opinions, identifying different viewpoints and perspectives, and coming up with sound and independent points of view - evaluate the relative significance of factors that have shaped the modern world - display a sophisticated understanding of historical terms and concepts - utilise a wide variety of relevant historical sources and evaluate their reliability - assess different historical interpretations and perspectives - communicate a high level argument in a logical and systematic manner
4	- demonstrate sound knowledge of the curriculum content by differentiating facts from opinions, identifying different viewpoints and perspectives, and making some personal judgments - explain the relative significance of factors that have shaped the modern world - demonstrate a sound understanding of historical terms and concepts - utilise a variety of relevant historical sources and evaluate their reliability - argue using different historical interpretations and perspectives - communicate a sustained argument in a logical and systematic manner
3	- demonstrate adequate knowledge of the curriculum content by differentiating facts from opinions and identifying different viewpoints and perspectives - describe the significance of factors that have shaped the modern world - demonstrate an adequate understanding of historical terms and concepts - identify and draw basic conclusions from relevant historical sources - explain different historical interpretations and perspectives - communicate a general argument in a clear manner
2	- demonstrate basic knowledge of the curriculum content by identifying familiar viewpoints and perspectives - demonstrate a basic understanding of facts about the modern world - understand basic historical terms and concepts - recognise and process relevant historical sources - describe different historical interpretations and perspectives - communicate historical facts with some evidence of simple arguments
1	- demonstrate elementary knowledge of the curriculum content by identifying familiar and simple viewpoints and perspectives - demonstrate, through sequencing of historical events, some understanding of facts about the modern world - demonstrate comprehension of simple historical terms and concepts - recognise simple relevant historical sources, historical interpretations and perspectives - communicate historical facts in simple narrative style

(d) External Assessment - HKDSE Examination

For details of the public assessment, please refer to the website of the HKEAA:

https://www.hkeaa.edu.hk/en/hkdse/assessment/assessment_framework/

6. 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 of 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.

7. The Role of Parents and Students at Home

There will be homework given throughout the year in the form of projects, readings and various written assignments. However, homework should not be emphasised as the main proprietor of student learning. Students are expected to use homework to reinforce the concepts they learnt at school, and in turn to be fully prepared for class activities.

(a) Students

It is desirable to design a timetable for cultivating a structural revision habit. Through having a regular and systematic schedule, students can not only strike a balance between their academic works and other learning activities, but also facilitate students' learning in different subjects in the long run.

In order to equip yourselves for the application of historical evidence in different tasks and lesson activities, students are highly recommended to build up a habit of keeping the notes teacher provided, and reorganising those materials through making their own study notes. This can help reinforce students' memory of the lessons and knowledge.

It is expected that, as they learn through the various modules of History, students will develop their own habits for homework and be able to manage their studies independently from teachers to become self-directed and motivated learners.

(b) Parents

Instead of monitoring students, parents will be expected to assist as facilitators for our children's learning so as to provide guidance when necessary to put the learners on the right track. However, it should be noted that at all times that students' learning to learn skills should be of their own responsibility.

Hence, parents should necessarily be co-learners with students, where knowledge in History is explored, constructed and built. Positive reinforcement of every kind will be essential ingredients to help students make the most of their learning. For example, parents can encourage their children to read widely, especially books suggested by teachers or materials uploaded to Google Classroom.

As senior secondary students expect a heavy workload across various subjects, teachers will closely monitor the progress and regulate the needs of students. Parents having any issues with regard to homework and learning progress should consult the history teacher in charge. Most importantly, it will be highly desirable when all parties - teachers, parents and students - will work closely and collaboratively to optimise our student's learning outcomes.