

Annex 2

The Requirements of Basic Academic Attainments for Junior Secondary History Education

I. Basic rationale

Junior secondary History curriculum covers contents of humans and time, origin of culture and social development, etc. The curriculum design should be student-centred and aim to help students master the basic knowledge in, the learning methods of and the learning attitudes towards History; thus understanding the track of human civilisation and culture as well as exploring the meaning and value of life. At the same time, the curriculum should also help students improve their thinking skills and develop their comprehensive historical literacy and positive values; nurture them to become good citizens and lay a sound foundation for their continuing development and learning in the future. On these grounds, the Requirements of Basic Academic Attainments for Junior Secondary History Education should comply with the following fundamental principles.

1. Cherishing students' life experiences and development needs, integrating the knowledge of History subject.

History curriculum should emphasise the connection between students' learning and their life as well as the interconnection between different knowledge systems in the subject of history. The curriculum not only should highlight the chronological characteristics of history, but also should emphasise the integrated connection between different topics. Through the two main categories, namely "Humans and time" as well as "Origin of culture and social development", the basic knowledge and skills of history subject, which junior students must master, is integrated. The course materials should cover the history of Macao, China and the world. Among them, basic content suitable for students' development is selected to construct the curriculum which especially focuses on the topics of influence and reference significance in the aspects of social development, the progress of the times and improvement of personality; having a balance between the regional, national and global knowledge while taking into consideration the knowledge basis, development and reality.

2. Enriching historical literacy, improving students' thinking ability and civic quality.

The learning of History is not confined to classroom and subject contents. The curriculum should provide a variety of learning experiences to help students master

the overview, connection and influence of the history and culture related to life, in order to cultivate multiple thinking and critical thinking abilities as well as the civic qualities of being proactive and enterprising, cherishing democratic values, respecting others and different cultural groups. The curriculum highlights the relationship between humans and social development as well as the interdependent relationship among different races and cultures, whereby to cultivate a sense of belonging to the homeland and country, and develop students' humanistic care and international perspectives.

3. Advocating diversified teaching methods, devoting effort to develop the crucial learning abilities to learn History.

The study of history subject should not only be confined to acquiring knowledge, but should also develop key learning abilities, for example, being able to understand the importance of "time concept" for historical knowledge. Students need to have a rudimentary grasp of the significance and the role of historical stages, time sequence and timeline. Through accessing historical materials, students can roughly understand the relationship between historical evidence and historical interpretation and then form their own historical view. In addition, when analysing, solving or participating in social and life issues, students are expected to have the ability to propose a preliminary solution based on evidence. Teachers should adopt diversified teaching methods such as discussion, observation, simulation or thematic research to guide students to master the appropriate and effective learning methods so students can develop their lifelong learning abilities to learn history.

4. Advocating the openness and flexibility of the curriculum, encouraging the development of school-based curriculum.

In implementing history education in junior secondary education level, schools can develop their own school-based curriculum according to their actual needs and situation, providing that the requirements of basic academic attainments are met. Teachers should organise the teaching and learning contents according to school characteristics and students' learning style, based on the principle of improving the overall quality of students. Rich teaching resources, vivid and flexible teaching methods should also be used to create an interactive learning atmosphere between teachers and students and enrich the contents of the History curriculum.

II. Curriculum Goals

1. Enable students to understand the basic History knowledge, including chronological order, important historical events, figures and phenomena; know

- about the clues of historical development and the basic concepts of history.
2. Enable students to understand the political, socio-cultural and economic evolution of different nations, countries and regions; guide students to respect cultural differences and nurture their humanistic care.
 3. Help students acquire the basic skills of reading, analysing, comparing, summing up and processing data; particularly guide them to attach importance to the methods of learning History.
 4. Help students preliminarily grasp the essentials of critical thinking, experimental judgment, problem solving and action practice.
 5. Develop students' communication, self-expression, sharing and cooperation skills.
 6. Help students develop a positive learning attitude; nurture a healthy and positive outlook on life and an innovative sense.
 7. Develop students' multicultural perspectives; teach them to respect the rights of others and care about social change and social issues.
 8. Enhance students' sense of belonging to and responsibility for the homeland and the country.

III. The Requirements of Basic Academic Attainments in different learning domains

Explanation of coding:

- (1) The capital English letters represent the requirements of basic academic attainments in different learning domains; A – “Humans and time”, B – “Origin of culture and social development”.
- (2) The first number following the English letter represents the serial number of the learning category in various learning domains.
- (3) The second number following the English letter represents the serial number of the requirements of basic academic attainments in the respective learning category.

Learning domain A: Humans and time

A-1 Historical evolution

- A-1-1 Know the basic human living conditions in prehistoric period; know how early humans used their wisdom to adapt to the natural environment.
- A-1-2 Describe the important historical facts of Xia, Shang and Zhou Dynasties; understand the great changes in society of China during this period.
- A-1-3 Briefly describe the rise and fall of each dynasty from the Qin Dynasty to the early stage of the Qing Dynasty; specify the main characteristics of each historical period of ancient China.
- A-1-4 Be able to use historical maps to identify the changes of Chinese territories;

understand that unification is the mainstream in the development of Chinese history.

- A-1-5 Be able to use historical maps to indicate the historical facts about the contacts between China and other nations in ancient times; describe the features of foreign policy at different times.
- A-1-6 Briefly describe the wars and aggressions occurred in modern China; analyse how the Chinese nation contrived to get out of internal and external predicaments, whereby feel the unyielding spirit of the Chinese nation.
- A-1-7 Briefly describe the political changes in modern China; understand the exploration and practice of democracy in China.
- A-1-8 Briefly describe the development and complications after the establishment of New China; understand how China moved towards prosperity through reforms and opening-up.
- A-1-9 Illustrate the simple process of Macao's historical development; enhance students' sense of belonging to Macao.
- A-1-10 Notice about the division and changes of eras through observing the development of people and times; grasp the characteristics of different eras.

A-2 Changes of systems

- A-2-1 Be able to describe the feudal system of the Zhou Dynasty and briefly explain its role in history.
- A-2-2 Be able to briefly outline the measure of centralisation of authority established in the Qin Dynasty; discuss the significance of the unification of China by the Qin Empire.
- A-2-3 Be able to briefly describe the evolution of political systems from the Han Dynasty to the Yuan Dynasty; understand their basic characteristics.
- A-2-4 Know the historical facts about the constant strengthening of monarchical power in the Ming and Qing Dynasties and describe its impacts on the social development of China.
- A-2-5 Briefly describe the political system development in modern China and know the contributions made by the ancestors for promoting the development of democracy.
- A-2-6 Know the changes in the methods of talent selection in different periods of ancient China; discuss their influence on China and the world.
- A-2-7 Understand the Glorious Revolution of England; know the establishment of constitutional monarchy and its influence on human history.

- A-2-8 Understand the American War of Independence and the French Revolution; know about people's pursuit of liberty and equality.
- A-2-9 Briefly describe Japan's Meiji Restoration; briefly analyse why Japan has become a world power in modern time.

A-3 Commentary on historical figures

- A-3-1 Comment on political figures who played important roles in the development of China and the world history from various perspectives.
- A-3-2 Briefly describe the lives of the important philosophers, scientists or artists in Chinese and world history; know their contribution to social development.

A-4 Key historical facts

- A-4-1 Know the basic facts about the major reforms in ancient China; analyse the reasons for their success or failure; evaluate the effects of these reforms on the social development from multiple viewpoints.
- A-4-2 Tell about the Pax Sinica and chaotic periods of ancient China; briefly analyse the reasons for the rise and fall of these empires.
- A-4-3 Briefly describe the basic historical facts about the defense against foreign invasions from the Ming Dynasty to the early Qing Dynasty; understand the resistance of the Ming and Qing governments to safeguard national sovereignty.
- A-4-4 Describe the governance crisis after the Mid-Qing Dynasty and the policy of national isolation; know about the historical facts that China began to lag behind the world's development.
- A-4-5 Understand the Westernisation Movement, Hundred Days' Reform and Xinhai Revolution; express views on their impacts on Chinese history.
- A-4-6 Understand the course of the War of Resistance against Japan; realise the unity and the spirit of resistance of the Chinese nation; analyse the reasons for the victory.
- A-4-7 Be able to describe the course of the Chinese Civil War; briefly analyse the reasons for victory and defeat.
- A-4-8 Be able to briefly describe the course of the ten-year "Cultural Revolution"; analyse its impacts on the country.
- A-4-9 Be able to illustrate the achievements of China's economic reform and opening-up policy; know about the rise of comprehensive national power and the international status of modern China.
- A-4-10 Be able to use historical maps to understand the Age of Discovery;

evaluate objectively the impact of the discovery of the new sea routes on the world.

- A-4-11 State the impact of the Congress of Vienna; know the situation of the development of European nationalism and liberalism.
- A-4-12 Understand the course of the two World Wars; express views on the impact of the wars on the world.
- A-4-13 Be able to briefly describe the key historical facts from post-World-War-I to "Post-Cold-War Era"; know about the evolution of modern international relations.
- A-4-14 Know about the course of the transfer of Macao's sovereignty through reading historical documents; enhance the sense of "Love the country and love Macao".

Learning domain B: Origin of culture and social development

B-1 Origin of civilisation

- B-1-1 Be able to understand the origin of Chinese civilisation through reading ancient Chinese legends, myths and archaeological findings.
- B-1-2 Be able to point out the origin and evolution of the world's major writing systems and know about the basic context of the development of writing systems.
- B-1-3 Be able to understand the origin of human beings and explain the role of archaeology in history.
- B-1-4 Be able to indicate the main achievements of the four ancient civilisations born near large river basins; be able to explain the influence of geographical environment on the civilisations of ancient Asia and Africa.
- B-1-5 Be able to give a brief account of the general situation of the ancient maritime civilisations of the West and explain its influence on the world.

B-2 Nations and religions

- B-2-1 Be able to understand the spread and development of the major religions of the world; be able to respect and accept different religious beliefs.
- B-2-2 Briefly describe the relationship among different ethnic groups in different dynasties of Chinese history; understand that the history and culture of the Chinese nation were jointly created by various ethnic groups.
- B-2-3 Be able to analyse the effects of the frontier ethnic policy in the early Qing Dynasty on the unification of a multi-ethnic country.
- B-2-4 Be able to briefly describe the development of Catholicism in Macao and understand the role of Catholicism in Macao.

B-3 Ideology and arts

- B-3-1 Describe the general situation of various schools of thought in the Pre-Qin Period; know about the influence of Confucianism on Chinese history.
- B-3-2 Be able to illustrate the literary and artistic achievements of various historical periods in ancient China; know about the spiritual life of ancient Chinese people.
- B-3-3 Be able to describe how modern Chinese intellectuals, under the influence of new thought, strived to save the country; know about the process of ~~the~~ transformation of modern Chinese thought.
- B-3-4 Be able to give a brief account on the general situation of the European Renaissance and Enlightenment; briefly explain their impacts on the development of world history.
- B-3-5 Be able to briefly describe the development of totalitarianism during the two World Wars and reflect on its impact on human history.

B-4 Science and technology

- B-4-1 Be able to illustrate the major ancient Chinese buildings and engineering constructions; briefly explain their historical significance.
- B-4-2 Be able to illustrate the major inventions as well as scientific and technological writings before the Ming Dynasty; know the position and influence of ancient Chinese science and technology in the world.
- B-4-3 Be able to briefly describe the development of science and technology as well as the social development in modern China; know about the gap between modern China and the West.
- B-4-4 Be able to use general historical information to understand the social life of ancient China; initially develop the ability to study historical materials.
- B-4-5 Be able to briefly describe the general situation of social and economic development of China before the Ming dynasty; understand the basic economic features of China during that period.
- B-4-6 Understand the social and economic situation in the Ming and Qing Dynasties; briefly analyse the reasons for the stagnation of economy as well as science and technology during that period.
- B-4-7 Give a brief overview of the Industrial Revolution and its development process; be able to compare the changes in human social life before and after the Industrial Revolution
- B-4-8 Describe the scientific-technological revolution of the twentieth century; be able to conclude the characteristics of modern science and technology

development and express views on its impacts on human society.

- B-4-9 Through reading materials, describe the characteristics of the world heritage sites in Macao; provide suggestions for preserving the historic centre of Macao and take civic responsibility to protect historical relics.