

Annex 4

## **The Requirements of Basic Academic Attainments for Senior Secondary History Education**

### **I. Basic rationale**

History education involves a broad range of knowledge and skills. ; Its subject areas include change of times, cultural inheritance and innovation, regional linkages and local exploration, etc. The Requirements of Basic Academic Attainments for Senior Secondary History Education further emphasise the use of important concepts, thinking methods and skills in History as well as the learning process of finding and solving problems; focus on the improvement of historical literacy; lay a sound foundation for students' lifelong learning and development. On these grounds, the Requirements of Basic Academic Attainments for Senior Secondary History Education should comply with the following fundamental principles.

#### **1. Attaching importance to students' common development needs, cultivating the core knowledge and skills in history**

The requirements of basic academic attainments for Senior Secondary History Education focus on the required level of ability that senior secondary students should possess upon completion of their studies and attach importance to students' common development needs and learning interests. The curriculum aims to develop students' important knowledge and skills in the area of History through studies and investigations in such areas as, change of times, cultural inheritance and innovation, regional linkages as well as local exploration. The curriculum includes regional, national and global knowledge; the design and organisation of the curriculum give importance to selecting teaching materials that are conducive to the transfer and development of learning ability so as to enhance sustainable learning effects.

#### **2. Improving students' historical literacy, fostering their local feelings and international perspectives**

The curriculum design and teaching should provide students with rich and diverse learning experiences. Through probing into local and global issues, students' problem solving, peer communication and cooperation skills are strengthened as well as their attitudes of respect and tolerance are fostered. Besides, it should also enhance students' understanding of the perspectives and methods of History so as to increase their historical literacy. The investigation of local issues that are relevant to students' life is conducive to developing students' concern for and sense of belonging

to the hometown and the country; the investigation of international and global issues can further nurture students to become citizens with international perspectives.

### **3. Promoting thematic exploration, broadening the horizons and improving the learning methods in terms of History**

The History curriculum includes a wide range of contents. Students should be required to conduct investigation and study of different topics to expand their scope of thinking and improve their learning ability. For example, the curriculum can include discussion of important issues in the change of times and learning about the process of human democratic development, which is helpful for students to understand the historical progress, the change of social thoughts, systems and cultures in different places. Besides, the investigation of local incidents in the past can help students understand the relationship between historical evidence and historical interpretation, cultivate their critical and analytic thinking abilities.

### **4. Valuing the practical considerations of curriculum, encouraging the development and implementation of school-based curriculum.**

When carrying out History education at senior secondary level, schools can develop suitable school-based curriculum based on the practical considerations of their own characteristics and resources, so as to fulfill the Requirements of Basic Academic Attainments for Senior Secondary History Education. For the curriculum design and its implementation at the school and classroom levels, it is advisable to make good use of the environmental resources inside and outside the school, focus on teacher-student interaction teaching method and enrich the history curriculum.

## **II. Curriculum Goals**

1. Through exploring important issues in the change of times, guide students to understand the background of these issues and the course of the related events as well as the change of important social thoughts and systems.
2. Through exploring topics of cultural inheritance, transmission and innovation, guide students to understand how certain cultures respond to common human issues and to respect and appreciate cultural diversity.
3. From regional perspective, guide students to recognise the change in economic and political situations in modern world.
4. Through local thematic activities, develop students' capabilities of communication, presentation, collaboration, problem-solving and knowledge construction; cultivate attitudes of respect, tolerance and appreciation; develop a sense of

- concern for and belonging to the hometown, society and the country.
5. Guide students to know about the complexity and diversity of History; understand different viewpoints and the methods of acquiring the related knowledge; hence, allow students to master the essentials of collection, collation and analysis of data as well as setting forth argument.
  6. Guide students to appreciate the beauty in the environment and the good things in life; establish healthy life values; develop students' healthy and complete personalities so as to help them become knowledgeable and responsible citizens who strive to create a quality life.

### **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 –“Change of times”, B –“Regional linkages”, C-“Cultural inheritance and innovation”, D-“Local exploration”.
- (2) The first number following the English letter represents the serial number of the learning category in various learning domains.

#### **Learning domain A: Change of Times**

- A-1 Briefly describe the development process of multi-ethnic unification of China; know the characteristics of formation and development of the ancient states.
- A-2 Have a brief understanding of the development process of agricultural civilisation in ancient China; know about the basic features of economic development in ancient China.
- A-3 Be able to describe various means of civilisation exchange in different historical periods; assess how the clash and interaction of civilisations affect the world's development.
- A-4 Understand the transformation process of modern western democratic thought; discuss about its influence on the development of democratic politics.
- A-5 Be able to briefly describe the process and result of the contest between democracy and authoritarianism in the major modern western countries; compare their political systems.
- A-6 Be able to trace back the development process of democratic thoughts in modern China; compare the similarities and differences between various democratic thoughts in modern China.
- A-7 Know about the transformation process of China from an authoritarian to a democratic republic; discuss about the significance of the development of

democratic politics in modern China.

- A-8 Have a knowledge of the process of exploring modernisation in China; understand the social change in modern China.
- A-9 Understand the process of exploring modernisation in major eastern countries and the social development models of different countries.
- A-10 Be able to comment on important figures of times from multi-perspectives; inquire about the relationships between these figures and the development of the society.

### **Learning domain B: Regional linkages**

- B-1 Explain the advantages of western transformation in early modern times; analyse how it led to the geographic and economic expansion in the western countries.
- B-2 Explain the impact of the expansion of power in modern western countries on the east; compare the response of China and other major eastern countries to the western expansion.
- B-3 Illustrate the important changes that science and technology brought to human society; explore the impact of the Industrial Revolution on the development of the world market.
- B-4 Explore modern international relations, understand the change from confrontation to cooperation between countries and then to the trend of common development, reflect on the importance of building a harmonious society.
- B-5 Analyse the achievements and constraints of contemporary international cooperation; evaluate the attempts made by organisations such as the UN to solve international problems.
- B-6 Understand the difficulties of global economic development and the response policies of different countries; explore the impact of different national policies on national and global economy and politics.

### **Learning domain C: Cultural inheritance and innovation**

- C-1 Understand that the world heritage is a common wealth of all mankind; develop civic responsibility for conservation and succession of culture.
- C-2 Understand the cultural characteristics of China and other regions of the world and the causes of their formation; know about the importance of respecting cultural differences in constructing a harmonious society.
- C-3 Know about the characteristics and spirit of cultural industry; develop a sense of cultural innovation.

- C-4 Be able to use various tourist information to design cultural tourist routes; be able to appreciate various types of cultures and arts from different cultural perspectives.
- C-5 Be able to analyse the impact of foreign cultures on Macao from various perspectives; understand the importance of cultural integration in the sustainable development of a society.
- C-6 Be able to reflect on human behaviours of cultural conservation, transmission and innovation in the context of facing the adaptation to environmental and social changes.

**Learning domain D: Local exploration**

- D-1 Raise questions about the past development or current situation of Macao; write a research outline.
- D-2 Collect information related to the history and the change of culture in Macao, etc.; collate the information with appropriate methods and present it in an organised manner.
- D-3 Be concerned about the development of Macao from a global perspective; develop attitudes of appreciation, tolerance, conservation and serving Macao; provide plans or suggestions for issues related to the development of Macao.