

SING YIN SECONDARY SCHOOL
SYLLABUS FOR HISTORY — SEPTEMBER 2016 - JULY 2017

FORM FIVE**Aims :**

The aims of the F.5 curriculum are to enable students to:

1. acquire and develop historical skills to:
 - differentiate between facts and opinions and detect bias, unstated assumptions and unwarranted claims;
 - present logical and coherent arguments supported by rational selection of historical data;
 - interpret historical sources and to arrive at reasoned conclusions based on available evidence.
2. acquire knowledge and develop understanding of the inter-relationships between major events and movements in the local, national, Asian and global contexts during the 20th century.
3. Acquire the following 3 values and attitudes:
 - respect the culture and heritage of other communities;
 - develop a spirit of impartiality and empathic understanding to historical problems and issues;
 - have a sense of national identity and to become responsible citizens.

Textbook: New Horizon History Theme A

Authors: W.F. Wong, W.C. Ho, C.P. Chui, K.W. Cheung, K.P. Leung

Publisher: HK Educational Publishing Co.

Theme A: Modernization and Transformation in Twentieth-Century Asia

Modernization and transformation of Hong Kong	
Key Points	Explanatory Notes
<p>Political and institutional changes</p> <ul style="list-style-type: none"> - main trends of development - characteristics of different stages of development 	<ul style="list-style-type: none"> - Main trends of political development - Different stages of development and their salient features
<p>Development as an international city</p> <ul style="list-style-type: none"> - economic development, urbanization and population changes 	<ul style="list-style-type: none"> - Trace and explain the development of HK as an international city - Salient features of different stages of economic development, and the phenomena of urbanization and population changes

<ul style="list-style-type: none"> - the co-existence and interaction of Chinese and foreign cultures - relationship with the mainland and its role in the Asia-Pacific Rim 	<ul style="list-style-type: none"> - Co-existence and interaction of Chinese and foreign cultures and the awareness of the characteristics of students’ own culture - Hong Kong’s links with the mainland and its role in the Asia-Pacific Rim in different periods
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Modernization and transformation of China	
Key Points	Explanatory Notes
<p>Early Attempts at modernization – reforms and revolutions</p> <ul style="list-style-type: none"> - Late Qing Reform - The 1911 Revolution - The May Fourth Movement - Attempts at modernization by the Nanjing Government - The communist revolution and the establishment of the PRC <p>Socialist modernization in the Maoist period and the evolution of “socialism with Chinese characteristics” in the post-Mao period</p> <ul style="list-style-type: none"> - the institutional set-up and the transition from New Democracy to socialism - attempts at modernization in the Maoist period - the Cultural Revolution and its impact on Chinese modernization - reform and opening-up since 1978 	<ul style="list-style-type: none"> - Major reforms launched by the late Qing government and the Nanjing government - Significance of the two reforms for the modernization of China - Significance of the 1911 Revolution and the May Fourth Movement in the light of China’s transformation into a modern nation - Major political developments in China leading to the formation of the PRC <ul style="list-style-type: none"> - The institutional set-up of the PRC and the relationships between the party, government and military - Major attempts at modernization in the Maoist period (the First Five-Year Plan, the Great Leap Forward and Readjustment) - The Cultural Revolution and its impact on China’s modernization - Origins and development of “Socialism with Chinese characteristics” - Rise of regional economies - Impact of these developments in the post-Mao period - The PRC’s relations with other Asian countries

Teaching Strategies

1. Reading Skills

Guidance on choice of reference books of suitable levels of difficulty and effective study methods; highlight key chapters to be carefully studied in basic textbooks. Special attention should be paid to students who are weak in English.

2. Guided study of primary resources and documents

3. Guided discussions and debates

- To train students in the logical arrangement and rearrangement of facts;
- To encourage the analysis of facts to arrive at an objective interpretation;
- To examine historical issues and personalities from different angles.

4. Guided essay writing

5. Museum visits and fieldtrips

6. Study of maps and cartoons

7. Television documentaries and films

Signature of Teacher in Charge: _____

Checked by: _____