

S5 History Scheme of Work

Textbook	HKDSE History Inquiry Vol. II
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History Objectives

1.1 *Historical Inquiry*

Students should be able to:

- a. Identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses.
- b. Reflect critically on historical questions or issues.

1.2 *Using evidence*

Students should be able to:

- a. identify, select and use a wide range of historical sources, including textual, visual and oral sources, artefacts and the historic environment.
- b. evaluate the sources used in order to reach reasoned conclusions.

1.3 *Communicating about the past*

Students should be able to:

- a. present and organize accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary.
- b. Communicate their knowledge and understanding of history in a variety of ways, using chronological conventions and historical vocabulary.

Sep

Week	Topic	Contents	Activities	Skills	Self-directed Learning Skills ☆	Values and Attitudes	Basic Law Education	Assignments
1	Late Qing Reform (1)	To investigate the causes, aims and contents of the Late Qing Reform (1901-11) from economic, military, educational and social aspects. To analyze the results of the reform that failed to save the declining, downfallen Sick Man of Asia.	Reading aloud Group discussion	Change and Continuity Interpretation	1,2,3,4,7,14	III. Respect for different races and cultures – in the case of Qing China	√	
2	Late Qing Reform (2)	To account for the reasons for the failure of the Late Qing Reform, including insincerity of reforms, lack of capable leaders, lack of funds, and growth of revolutionary movements. To assess the contributions	PowerPoint presentation Group discussion	Cause and Consequence Significance	1,2,3,4,7,14	II. Responsibility: sole responsibility of Empress Dowager Cixi or collective responsibility of the Qing		Data-based Questions

		and limitations of the Late Qing Reform to China's modernization: from political, military, educational and social perspectives.				officials?		
2	1911 Revolution (1)	To investigate the underlying causes of the Double Tenth Revolution: defeats in foreign wars, poor governance, economic crisis, and natural disasters. To analyze the immediate causes of the Double Tenth Revolution: the Royal Cabinet and the Railway Protection Movement.	PowerPoint presentation Group discussion	Cause and Consequence Significance	1,2,3,4,7,14	II. Railways: politics and transportation	√	
3	1911 Revolution (2)	To trace and explain the course of the Double Tenth Revolution: from Wuchang Uprising (Oct 1911) to the abdication of Emperor	PowerPoint presentation Drama	Chronology Change and Continuity	1,2,3,4,7,14			Data-based Questions

		Xuantong (Feb 1912). To investigate the life of Puyi, the last emperor of imperial China and of the Qing dynasty (1644-1911).						
3	1911 Revolution (3)	To trace and explain the role of Dr. Sun Yixian in China's revolutionary movement: from 1878 to 1925. To relate Dr. Sun's revolutionary movement with his college life at the University of Hong Kong and his footsteps around Central and Sheung Wan. .	PowerPoint presentation Group discussion	Chronology Interpretation	1,2,3,4,7,14	III. Dr. Sun Yixian: a great man or a loser?	√	Read the Lecture Notes provided
4	1911 Revolution (4)	To assess the achievements and limitations of the Double Tenth Revolution to China's modernization: from political, diplomatic and	PowerPoint presentation Group discussion	Cause and Consequence Significance	1,2,3,4,7,14	III. Yuan Shikai: a patriot or a traitor?		

		social perspectives. To highlight the significance of the Twenty-one Demands and the advent of the warlord era in the incompleteness of the Double Tenth Revolution.						
4	Essay Writing	To investigate the question words that often appear in HKDSE History exam papers: trace and explain, to what extent, compare and contrast, etc. To highlight the importance of introduction, body and conclusion for writing an organized, coherent essay. To analyze the significance of RENNS in writing essays: examples, names, years, numbers, etc.	Microsoft Word	Writing	9,12,13			Essay-type Question: Assess the achievements and limitations of the 1911 Revolution.
1	May Fourth Movement (1)	To investigate the underlying causes of the	PowerPoint presentation	Cause and Consequence	1,2,3,4,7,14	V. Patriotism VS. Radicalism	√	

Oct

		<p>May Fourth Movement (1919): discontent over internal and external instability, influence of Western ideology, and contribution of Chinese intellectuals.</p> <p>To analyze the immediate causes of the May Fourth Movement (1919): the Shandong issue and discontent over the Paris Peace Conference.</p>	Group discussion	Change and Continuity				
1	May Fourth Movement (2)	<p>To trace and explain the course of the May Fourth Movement: 'elimination of traitors from within and resistance to foreign powers from without'.</p> <p>To assess the achievements and limitations of the May Fourth Movement: from</p>	<p>PowerPoint presentation</p> <p>Group discussion</p>	<p>Cause and Consequence</p> <p>Significance</p>	1,2,3,4,7,14	III. Patriots VS. Traitors	√	Data-based Questions

		political, social and cultural perspectives.						
2	Nanjing Decade (1)	To give an account of the background to the Nanjing Reform: the Northern Expedition and the Nanjing Decade. To identify the problems faced by the Nanjing government: lack of political influence, threat of the communists, invasion of the Japanese, and natural disasters.	PowerPoint presentation Drama	Chronology Interpretation	1,2,3,4,7,14	III. Jiǎng Jièshí: a leader or a gangster?		
2	Nanjing Decade (2)	To classify the reforms of the Nanjing government (1927-1937) into several aspects: political, economic, military, diplomatic, educational and social. To highlight the significance	PowerPoint presentation Group discussion	Classification and division Significance	1,2,3,4,7,14	V. Politeness (<i>lǐ</i>), righteousness (<i>yì</i>), integrity (<i>lián</i>) and shamefulness (<i>chǐ</i>)	√	Data-based Questions

		of the New Life Movement in China's social modernization: the emphasis of politeness, righteousness, integrity and cleanliness.						
3	Nanjing Decade (3)	To assess the achievements and limitations of the Nanjing Decade to China's modernization: from political, economic, military, diplomatic, educational and social perspectives. To highlight the significance of Shanghai as an international financial and cultural center of the Republic of China.	PowerPoint presentation Group discussion	Cause and Consequence Significance	1,2,3,4,7,14 5,6	IV. Nanjing, Beijing, Shanghai and Hong Kong	√	
3	Essay Writing	To write a compare-and-contrast essay by comparing the	Reading aloud	Compare and contrast	9,12,13			Summary: Compare and contrast the Late

Nov

		aspects one by one rather than simply narrating the two events in two separate paragraphs.						Qing Reform with Nanjing Decade Reform.
4	Test (Process)							
4	Test (Feedback)							
1	The Communist Revolution	<p>To trace and explain the rise of Communist Party of China (1921-1949): the founding of the CPC (1921), the First United Front (1924-27), the First Confrontation (1927-36), the Second United Front (1937-45), and the Chinese Civil War (1946-49).</p> <p>To dramatize the establishment of the People's Republic of China by singing the national anthem and repeating what</p>	<p>PowerPoint presentation</p> <p>Drama</p>	<p>Trace and explain</p> <p>Change and Continuity</p>	1,2,3,4,7,14	IV. New China or Red China?	√	Study the past paper: Trace and explain the communist revolution during the period 1921-49.

		Chairman Mao Zedong said on Oct 1, 1949.						
1	Structure of the People's Republic of China	<p>To examine the structure of the Central Government of the People's Republic of China: National People's Congress, State President, State Council, Central Military Commission, Supreme People's Court, and Supreme People's Procuratorate.</p> <p>To assess the relationships among the party, the government and the military – and the General Secretary of the CPC, President of the PRC, and the Chairman of the CMC belong to one person.</p>	PowerPoint presentation Group discussion	Diversity Interpretation	1,2,3,4,7,14	III. New democracy or dictatorship?	√	Study the exam paper: Structure of the Central Government of the People's Republic of China
2	First Five-Year Plan	To trace and explain the contents of the First	PowerPoint presentation	Cause and Consequence	1,2,3,4,7,14			

		<p>Five-Year Plan (1953-57): agricultural collectivization, concentration on heavy industry, collectivization of handicraft industry, and nationalization of private business.</p> <p>To classify the effects of the First Five-Year Plan into positive and negative ones: significant economic progress, construction of socialist system, over-optimism on socialism, and acceleration of urban and rural discrepancies.</p>	Group discussion	Classification and division				
2	Great Leap Forward	<p>To investigate the causes, characteristics and effects of the Great Leap Forward (1958-60): ideological slogans, steel production, walking on two legs (agriculture and industry),</p>	<p>PowerPoint presentation</p> <p>Group discussion</p>	<p>Change and Continuity</p> <p>Cause and Consequence</p> <p>Diversity</p>	1,2,3,4,7,14	V. Generosity VS. Selfishness		Data-based Questions

		<p>and complete agricultural collectivization.</p> <p>To classify the effects of the Great Leap Forward into positive and negative ones: continual development of heavy industries, acceleration of urban industrialization, damage caused by steel production, massive famine, political instability, and struggles for power.</p>						
3	Cultural Revolution (1)	<p>To account for the causes of the Cultural Revolution: ideological conflict and power struggle between Mao and Liu.</p> <p>To trace and explain the process of the Cultural Revolution (1966-76): Little Red Book, Destroy the Four Olds, Red Guards, Lin</p>	<p>PowerPoint presentation</p> <p>Group discussion</p>	<p>Cause and Consequence</p> <p>Change and Continuity</p>	1,2,3,4,7,14	III. Political conspiracy	√	

		Biao, Zhou Enlai and Hua Guofeng.						
3	Cultural Revolution (2)	<p>To classify the effects of the Cultural Revolution into positive and negative ones: a state of chaos and anarchy, economic recession, cultural damage, loss of intellectuals, emergence of the lost generation, damage to international image, development in the countryside, stable development of heavy industries, and the need for reform and openness.</p> <p>To reflect on the life of Prof. Ji Xianlin, a renowned Sinologist as well as an expert in Silk Road Studies, who suffered from being purged during the ten-year</p>	<p>PowerPoint presentation</p> <p>Drama</p>	<p>Cause and Consequence</p> <p>Diversity</p>	1,2,3,4,7,14 5,6	IV. Life of intellectuals in contemporary China	√	<p>Essay-type question: "The Cultural Revolution was a ten-year disaster in the history of contemporary China".</p> <p>Comment on the validity of this statement.</p>

		disaster of the Cultural Revolution.						
4	Reform and Opening-up (1)	<p>To examine the major motives of Reform and Opening-up: Socialism with Chinese Characteristics, increasing labor productivity, and allowing some people and regions to get rich first.</p> <p>To investigate the contents of Reform and Opening-up (since 1978): household responsibility system (HRS), township enterprises (TE), reforms in state-owned enterprises (SOE), and establishment of special economic zones (SEZ).</p>	<p>PowerPoint presentation</p> <p>Group discussion</p>	<p>Interpretation</p> <p>Diversity</p>	1,2,3,4,7,14	I. Black Cat VS. White Cat	√	
4	Exam Strategies (1)	To announce the coverage, format and mark distribution						

Dec

Jan

		<p>in each of the sections of the mid-year assessment.</p> <p>To analyze the question words that may appear in data-based questions and essay-type questions.</p>						
1-2	S1-5 Examination							
3-4	Christmas Holidays							
1	Reform and Opening-up (2)	<p>To classify the effects of the Reform and Opening-up into positive and negative ones: consolidating the PRC's governance in China, raising living standard, being a part of the world, intensifying the economic disparity between regions, three problems of agriculture, peasantry and rural areas, inflation, and corruption.</p>	<p>PowerPoint presentation</p> <p>Group discussion</p>	<p>Cause and Consequence</p> <p>Interpretation</p>	1,2,3,4,7,14	<p>III. Corruption: a traditional 'virtue' of the Chinese people for 5,000 years?</p>	√	Data-based Questions

1	Role of China in the Asia-Pacific	<p>To investigate the political, economic, military and cultural roles of China from 1949 to 1999.</p> <p>To highlight the importance of China in stabilizing the economy during the Asian Financial Crisis and mediating the North Korean Nuclear Crisis.</p>	PowerPoint presentation Debate	Classification and division Interpretation	1,2,3,4,7,14 5,6		√	<p>Essay-type</p> <p>Question:</p> <p>Assess the roles of China in the Asia-Pacific (1949-1999).</p>
2	Ancient Japan	<p>To explore the historical, geographical and cultural factors that shaped the history of Japan in the ancient times: Jomon, Yayoi, Kofun, Asuka, Nara, Heian, and Fujiwara periods (660 BC – 1185 AD).</p> <p>To assess the influence of Sinicization and the spread of Buddhism on ancient Japan: Shōtoku Taishi,</p>	Lecture Group discussion	Chronology Interpretation	1,2,3,4,7,14	V. Saicho and Kūkai: leading figures of Sino-Japanese cultural and religious interactions		<p>Note-taking: Tidy up the lecture notes (Part 1)</p>

		Kentōshi, Nara Daibutsu, Kammu Tennō, Saicho and Kūkai, and Sugawara no Michizane.						
2	Medieval Japan	<p>To explore the historical, geographical and cultural factors that shaped the history of Japan in the medieval times: Kamakura, Muromachi, Sengoku, and Azuchi-Momoyama periods (1185-1603).</p> <p>To assess the influence of generalissimos (<i>shoguns</i>) on medieval Japan and their castles: Taira no Kiyomori, Minamoto no Yoritomo, Ashikaga Takauji, Ashikaga Yoshimitsu (Kinkaku-ji), Oda Nobunaga (Azuchi-jō) and Toyotomi Hideyoshi (Ōsaka-jō).</p>	<p>Lecture</p> <p>Group discussion</p>	<p>Chronology</p> <p>Interpretation</p>	1,2,3,4,7,14	<p>III. Toyotomi Hideyoshi: a hero in the eyes of the Sengoku Japanese but an invader in the eyes of the Joseon Koreans and Ming Chinese</p>		Note-taking: Tidy up the lecture notes (Part 2)

3	Edo Japan	<p>To explore the historical, diplomatic and cultural factors that shaped the history of Japan in the early modern times: Edo period (1185-1603).</p> <p>To assess the significance of the arrival of Commodore Matthew Perry and the opening of Japan by the United states during the <i>bakumatsu</i> era (1853-1868).</p>	<p>Lecture</p> <p>Group discussion</p>	<p>Chronology</p> <p>Interpretation</p>	1,2,3,4,7,14	<p>II. The arrival of Americans paved the way for the Westernization of Japanese.</p>		<p>Note-taking: Tidy up the lecture notes (Part 3)</p>
3	Meiji Japan	<p>To explore the historical, diplomatic and cultural factors that shaped the history of Japan in the late modern times: Meiji period (1868-1912).</p> <p>To assess the influence of Westernization and the spread of Western ideas on Meiji Japan: Meiji</p>	<p>Lecture</p> <p>Group discussion</p>	<p>Chronology</p> <p>Interpretation</p>	1,2,3,4,7,14	<p>II. The invincibility of Japan in wars: from the Sino-Japanese War (1895) to the Russo-Japanese War (1905)</p>		<p>Note-taking: Tidy up the lecture notes (Part 4)</p>

Feb

		Constitution, Meiji Modernization, Prime Minister Ito Hirubumi, Doctor Rokuchi, etc.						
4	Union Day	No lesson due to the school's ECA activities.						
4	New Year Holidays							
1	New Year Holidays							
2	Taisho Japan	To explore the historical, diplomatic and cultural factors that shaped the history of Japan in the early contemporary times: Taisho period (1912-1926). To assess the development of the Taisho Political Crisis and Taisho Democratic Development and the extent of Japanese modernization during the	Lecture Group discussion	Chronology Interpretation	1,2,3,4,7,14	IV. Seoul Station 1925: a symbol of Japanese colonial rule of Korea		Note-taking: Tidy up the lecture notes (Part 5)

		1920s.						
2	Showa Japan (1)	To explore the historical, diplomatic and military factors that shaped the history of Japan in the middle contemporary times: Early Showa period (1926-1945). To account for the rise of militarism and give an account of the Japanese participation in World War II and the creation of the Greater East Asia Co-prosperity Sphere.	Lecture Group discussion	Chronology Interpretation	1,2,3,4,7,14	III. The pros and cons of the Japanese invasion of Southeast Asia		Note-taking: Tidy up the lecture notes (Part 6)
3	Showa Japan (2)	To explore the historical, diplomatic and economic factors that shaped the history of Japan in the late contemporary times: Late Showa period (1945-1989). To assess the significance	Lecture Group discussion	Chronology Interpretation	1,2,3,4,7,14		√	Note-taking: Tidy up the lecture notes (Part 7)

		of the Showa Constitution and the postwar economic miracle on contemporary Japan.						
3	Heisei Japan	To explore the historical, geographical and economic factors that shaped the history of Japan at present: Heisei period (1989 - present). To assess the impact of the burst of the bubble economy (1989) and the earthquakes of Kobe (1995) and Fukushima (2011) on present-day Japan.	PowerPoint presentation Group discussion	Chronology Interpretation	1,2,3,4,7,14 5,6	V. Natural disasters/ calamities are inevitable, proving that this material world is impermanent.		Note-taking: Tidy up the lecture notes (Part 8)
4	Development of Party Politics in Taisho Japan	To account for the development of democracy and party politics during the Liberal Twenties: rise of the middle class and public opposition to the military.	PowerPoint presentation Group discussion	Change and Continuity Chronology	1,2,3,4,7,14	II. Democracy and Liberalism	√	

Mar

		To assess the features of the Taisho Political Crisis and the Taisho Democratic Movement: Seiyukai and Minseito, Hara Takashi (1918), and the General Election Law (1925).						
1	Rise of Japan in Taisho Era	<p>To trace and explain how Japan became a major global power during the Taisho period: World War I (1914-18), Twenty-one Demands (1915), Paris Peace Conference (1919), and Washington Conference (1921-22).</p> <p>To highlight the settlement of the Shandong issue through the Nine-Power Pact – that recognized China's independence and sovereignty.</p>	<p>PowerPoint presentation</p> <p>Group discussion</p>	<p>Chronology</p> <p>Interpretation</p>	1,2,3,4,7,14			

1	Socio-cultural Conditions in Taisho Japan	To investigate the social conditions of Japan during the Taisho period: adoption of Western living style, growing disparity between the rich and the poor, the Friendly Society (1912), the Rice Riot (1918), the rise of feminism, and the Bluestocking Society.	PowerPoint presentation Group discussion	Change and Continuity	1,2,3,4,7,14	III. Respect for women's rights	√	Essay-type Question: How far was Japan modernized by the late 1920s?
2	Rise of Militarism in Showa Japan	To define militarism: rapid rise in military expenditure and aggressive foreign policy. To account for the rise of militarism: dissatisfaction with party politics, victories in foreign wars, rise of extreme nationalist ideas, population growth, economic crises, tradition of Japan, threat of Russia, and reunification of China.	PowerPoint presentation Group discussion	Cause and Consequence Change and Continuity	1,2,3,4,7,14	IV. Earthquakes are the psychological driving force of Japanese invasion of East Asia.		Essay-type Question: Account for the rise of Japan in the 1930s.

2	Showa Japan under Militarism	To trace and explain the growth of militarism in Japan from 1932 to 1945: Control Faction, Tojo Hideki, Imperial Rule Assistance Association, and Association of Contributing to the Country. To define New Order in East Asia (1938) and Greater East Asia Co-prosperity Sphere (1940): liberation of Southeast Asians from British, French, Dutch and American colonial rule.	PowerPoint presentation Group discussion	Chronology Change and Continuity	1,2,3,4,7,14			
3	Impact of Militarism in Showa Japan	To examine the effects of militarism on Japan: the rise of Japanese Fascism, the end of party politics, and the control of all aspects of life by military officers.	PowerPoint presentation Group discussion	Cause and Consequence Significance	1,2,3,4,7,14	III. Respect for human life and dignity: the issue of comfort women	√	

		To examine the effects of militarism on Asia: expansion in East Asia, exploitation of resources in Southeast Asia, and provoking the Pacific War.						
3	Reconstruction and Economic Miracle in Postwar Japan (1)	To trace and explain the US occupation of Japan (1945-52): from the Supreme Commander of the Allied Powers (SCAP) to the San Francisco Peace Treaty. To classify and divide the reasons for reconstruction and economic miracle in postwar Japan into internal and external factors: SCAP reforms, favorable government policies, political stability, foreign technology, stable employer-employee	PowerPoint presentation Group discussion	Chronology Cause and Consequence	1,2,3,4,7,14 5,6	III. The pros and cons of lifetime employment and seniority-based salary	√	

		relationship, San Francisco Peace Treaty, US-Japan Security Treaty, Korean and Vietnam Wars.						
4	Reconstruction and Economic Miracle in Postwar Japan (2)	To trace and explain the periods of economic reconstruction and recovery (1945-52), rapid economic growth (1952-64), continuous economic development and stability (1965-79), and economic slowdown and recession (1980 onwards). To define several economic peaks: Jinmu Boom (1955-57), Iwato Boom (1958), Olympic Boom (1964), and Izanagi Boom (1965-70).	PowerPoint presentation Group discussion	Chronology Change and Continuity	1,2,3,4,7,14	II. There are ups and downs in an economic cycle as well as in a biological cycle.	√	Essay-type Question: Trace and explain the reconstruction and economic miracle in postwar Japan (1946-89).
4	Political and Social	To examine the political development in postwar	PowerPoint presentation	Change and Continuity	1,2,3,4,7,14	III, V. Acceptance and		

Apr

	Developments in Postwar Japan	<p>Japan: promulgation of the Showa Constitution and development of Liberal Democratic Party (LDP).</p> <p>To assess the social development in postwar Japan: narrowing of class divisions, rise of the middle class, rapid urbanization, rise of women, development of education, and freedom of religion.</p>	Group discussion	Diversity		tolerance of different religions: Shinto, Buddhism, Confucianism, Christianity and Islam		
1	Japan's Diplomatic Relations with the Asia-Pacific	<p>To trace and explain Japan's diplomatic relations with China, Korea, Southeast Asia, and South Asia from 1952 to 1990.</p> <p>To bring up controversial issues that became obstacles to the development of relationships between Japan and its neighboring</p>	Group discussion Debate	Change and Continuity Interpretation	1,2,3,4,7,14	II. Admission of faults in the past leads to betterment of the future.	√	Essay-type Question: Trace and explain the development of Japan's foreign relations with its neighboring countries in the Asia-Pacific.

		countries in the Asia-Pacific: comfort women, military notes, textbook falsification, Yasukuni Shrine, and territorial disputes.						
1	Japan's Economic and Cultural Relations with the Asia-Pacific	<p>To investigate the economic relations between Japan and its neighboring countries in the Asia-Pacific: strategic economic partnership and official development assistance (ODA).</p> <p>To examine the cultural relations between Japan and its neighboring countries in the Asia-Pacific: home appliances (Panasonic), electronic products (Sony), entertainment (Karaoke), fashion (hairdressing and</p>	<p>PowerPoint presentation</p> <p>Group discussion</p>	<p>Change and Continuity</p> <p>Diversity</p>	1,2,3,4,7,14	III. Cultural assimilation or invasion?	√	: Japanese comics

		clothing) and food (<i>sashimi</i> and <i>tempura</i>).						
2	Arab-Israeli Conflicts (1): Causes	To account for the underlying causes of Arab-Israeli conflicts before 1948: racial conflicts, religious conflicts, rise of Zionism, British dual commitments, and UN partition plan. To account for the immediate causes of Arab-Israeli conflicts after 1948: military defeats, US and USSR intervention, and terrorist attacks.	PowerPoint presentation Group discussion	Change and Continuity Cause and Consequence	1,2,3,4,7,14	V. Zionism – is it for or against the Old Testament Bible?		Essay-type Question: “Arab-Israeli hostility became inevitable.” Comment on the validity of this statement.
2	Arab-Israeli Conflicts (2): Course	To trace and explain the continuous warfare: the Arab-Israeli War (1948-49), the Suez War (1956), the Six-Day War (1967), the Yom Kippur War (1973),	PowerPoint presentation Group discussion	Chronology Change and Continuity	1,2,3,4,7,14	V. Panel Head of History’s sharing of his travels to Israel and the site of the Yom Kippur War at the		

May

		and the Lebanon War (1982). To investigate the countries, causes, developments, result, and roles of the UN in each of the aforementioned wars.				Golan Heights		
3	Easter Holidays	Setting internal exam papers						
4	Easter Holidays	HKDSE Center Supervision/ Invigilation						
5	Test (Process)							
5	Test (Feedback)							
	Project	To produce a quality research paper with footnotes and a list of bibliography.	Lecture	Interpretation	9,12,13	II. Academic integrity VS. Plagiarism		SBA Study Outline (7%)
1	Arab-Israeli Conflicts (3): Peacemaking	To trace and explain the peacemaking process from 1978 to 1998: Camp David Accords (1978), Madrid Conference (1991), Oslo	PowerPoint presentation	Chronology	1,2,3,4,7,14	V. The significance of mediation in peacemaking	√	Essay-type Question: "The Arab-Israeli peacemaking process was a

		<p>Accords (1993), Israel-Jordan Treaty of Peace (1994), and Wye River Memorandum (1998). To evaluate the roles of US President Bill Clinton, Israeli Prime Minister Rabin and Chairman Arafat of the Palestine Liberation Organization (PLO) in mediation and peacemaking.</p>	<p>Group discussion</p>	<p>Significance</p>		<p>V. The threat of terrorism to world peace</p>		<p>failure.” Comment on the validity of this statement.</p>
1	<p>Yugoslavian Civil Wars (1): Causes</p>	<p>To investigate the geographical locations of the following Balkan states: Slovenia, Croatia, Serbia, Montenegro, Bosnia-Herzegovina, Macedonia. To examine the causes of the racial conflicts in the Balkans: expiration of Tito, rise of nationalism in Serbia</p>	<p>PowerPoint presentation Group discussion</p>	<p>Diversity Cause and Consequence</p>	1,2,3,4,7,14	<p>III. Slobodan Milosevic: a patriot or an extreme nationalist?</p>	√	

		and Croatia, collapse of the communist bloc in Eastern Europe, and disparity in economic development.						
2	Yugoslavian Civil Wars (2): Course	To trace and explain the developments of the racial conflicts in the Balkans: the Ten-Day War (1991), the Serb-Croat Wars (1991-95), the Bosnian War (1992-95), and the Kosovo War (1996-99). To highlight the roles of the European Community and the North Atlantic Treaty Organization in solving the Yugoslav question.	PowerPoint presentation Group discussion	Chronology Change and Continuity Significance	1,2,3,4,7,14	V. Ethnic cleansing: ethical or unethical?	√	Essay-type Question: Trace and explain the developments of the racial conflicts in the Balkans during the 1990s.
2	Apartheid in South Africa (1): Causes	To define Apartheid: the racial discrimination policy to segregate the native Africans from the Afrikaners (European settlers).	PowerPoint presentation	Intepretation Cause and Consequence	1,2,3,4,7,14	III. Racial discrimination: right or wrong?	√	

		<p>To account for Apartheid: racial conditions in South Africa, discrimination policy before 1945, and victory of the National Party elections in 1948.</p> <p>To trace and explain the developments of Apartheid (1952-59): Pass Laws (1952), Bantu Education Act (1953), Prohibition of Mixed Marriages Act (1949), and Bantu Self-government Act (1959).</p>	Group discussion	Chronology				
3	Apartheid in South Africa (2): Oppositions	<p>To examine the internal opposition led by Nelson Mandela and Desmond Tutu: organizations, leaders, actions and effects.</p> <p>To assess the external opposition from 1962 to</p>	<p>PowerPoint presentation</p> <p>Group discussion</p>	<p>Chronology</p> <p>Change and Continuity</p>	1,2,3,4,7,14	II. Nelson Mandela: a role model for young people; revered in America, Europe and China	√	<p>Essay-type</p> <p>Question: To what extent had the work of Nelson Mandela contributed to the end of Apartheid?</p>

		<p>1982: economic sanctions, disinvestment campaign, and sociopolitical pressure.</p> <p>To trace and explain the end of Apartheid from 1982 to 1994: Botha, De Klerk, and Mandela.</p>						
3	United Nations (1): Structure	<p>To investigate the origin and aims of the establishment of the United Nations.</p> <p>To examine the structure of the United Nations: Security Council, General Assembly, Secretariat, Economic and Social Council, International Court of Justice, and Trusteeship Council.</p> <p>To assess the significance of several UN- regulated organizations, namely IMF, IBRD, FAO, WHO,</p>	<p>PowerPoint presentation</p> <p>Group discussion</p>	Diversity	1,2,3,4,7,14	I. UNESCO and UNICEF		

		UNESCO, UNICEF and ILO.						
4	United Nations (2): Effects	<p>To assess the strengths and weaknesses of the United Nations: humanitarian relief, stationing of troops, ceasefire agreements, economic sanctions and moral condemnation.</p> <p>To assess the effectiveness of the UN in settling postwar local disputes: the Arab-Israeli conflicts (territorial disputes), Yugoslav civil wars (independence movements), and Apartheid in South Africa (racial discrimination).</p>	<p>PowerPoint presentation</p> <p>Group discussion</p>	<p>Cause and Consequence</p> <p>Significance</p>	1,2,3,4,7,14			<p>Essay-type</p> <p>Question:</p> <p>Assess the effectiveness of the United Nations in peacekeeping.</p>
4	Exam Strategies (2)	To announce the coverage, format and mark distribution in each of the sections of						

		the year-end assessment. To analyze the question words that may appear in data-based questions and essay-type questions.						
1	Revision							
2	Year-End Assessment							

- I = Love and Care
- II = Strive for Excellence
- III = Respect and Justice
- IV = Responsibility/ Identity
- V = Faith/ Religion

☆ **Repertoire of Self-directed Learning Skills:**

1. reading to learn, 2. notes-taking, 3. looking up words in the dictionary, 4. pre-lesson preparation, 5. group discussion, 6. group presentation, 7. initiative to ask questions, 8. setting learning objectives and doing reflection, 9. eLearning platform with instant feedback, 10. flipped classroom, 11. peer assessment, 12. searching for information on the internet, 13. project learning, 14. training of higher-order thinking skills, etc.

☆ **Core Values**

I. Love and care	1. Accept & feel positive about himself 2. Appreciation & Gratitude 3. Empathy & Compassion	4. Forgiveness & Reconciliation 5. Service 6. Family as a basic unit of society; marriage is the foundation of a family
II. Strive for excellence	7. Reflective 8. Commitment 9. Perseverance	10. Curiosity & willingness to learn 11. Value imagination and creativity
III. Respect and Justice	12. Life is valuable and respectable 13. Openness to good in all things 14. Respect for himself & others	15. Integrity 16. Faithfulness
IV. Responsibility	17. Freedom & Self-discipline 18. Care for the environment	19. Social Identities: citizen identity, national identity and global citizen identity
V. Faith	20. Experience of God 21. Explore & practise one's faith	22. Appreciate religious liturgies

