

S6 History Scheme of Work

Textbook	HKDSE History Inquiry Vol. I
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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.

Week	Topic	Contents	Activities	Skills	Self-directed Learning Skills ☆	Values and Attitudes	Basic Law Education	Assignments
1	Hong Kong's Political and Institutional Changes before World War II, 1900-41 (1)	To investigate the background, characteristics and barriers of Hong Kong's political and institutional system during the period 1900-41. To investigate the rising political role of Chinese elites and associations, the establishment of the Heung Yee Kuk (1926), and the setting up of the Urban Council (1936).	Reading aloud Group discussion	Change and Continuity Interpretation	1,2,3,4,7,14		√	
1	Hong Kong's Political and Institutional	To examine the characteristics: governor as the core of power,	PowerPoint presentation	Interpretation	1,2,3,4,7,14	III. Discrimination: right or wrong?	√	Data-based Questions

	<p>Changes before World War II, 1900-41 (2)</p>	<p>possession of great authority by the governor, executive-led government, limited influence of the Legislature, lack of electoral elements, absorption of Chinese elites and reliance on Chinese associations, non-intervention in Chinese affairs, and discrimination against the Chinese.</p> <p>To assess the barriers/restrictions set on the Chinese: English as the official language, Peak District Reservation Ordinance, and Membership for foreigners only.</p>	<p>Group discussion</p>	<p>Significance</p>				
<p>2</p>	<p>Political and</p>	<p>To investigate the</p>	<p>PowerPoint</p>	<p>Interpretation</p>	<p>1,2,3,4,7,14</p>	<p>III. Were the</p>	<p>√</p>	

	<p>Institutional Changes during the Japanese Occupation 1941-45</p>	<p>background, changes and characteristics of Hong Kong's political and institutional system during the period 1941-45. To elaborate the major changes: setting up of the Governor's Office of the Captured Territory of Hong Kong (1942), Adoption of the District System (1942), and establishment of the 'Two Chinese Councils' (1942). To evaluate the major characteristics: strict and harsh control over Hong Kong, creation of strict administration, and principle of 'Ruling Chinese with Chinese'</p>	<p>presentation</p> <p>Group discussion</p>	<p>Significance</p>		<p>Japanese too cruel and greedy during WWII?</p>		
2	Political and	To investigate the	PowerPoint	Cause and	1,2,3,4,7,14	II. How can you	√	

	Institutional Changes after World War II, 1945-67	background and changes in Hong Kong's political and institutional system during the period 1941-45. To explore the causes: trend of decolonization, threat of communism, and heavy pressure on public services. To evaluate the major changes: the Young Plan, localization of civil services, and greater representativeness.	presentation Group discussion	Consequence		plan to be an Administrative Officer (AO)?		
3	Extended Scope of Reform, 1968-82 (1)	To examine the background and major changes to reform with special emphasis on district administration and communication. To trace and explain the	PowerPoint presentation Group discussion	Change and Continuity Chronology	1,2,3,4,7,14		√	Data-based Questions

		City District Officer Scheme (1988), Home Affairs Department (1969), and District Administration Scheme (1981).						
3	Extended Scope of Reform, 1968-82 (2)	To examine the improvement of people's livelihood: White Paper on Social Welfare, public housing schemes, and compulsory education. To evaluate the widening representativeness of government: increasing representatives in the Executive and Legislative councils, reforms in the Urban Council, and setting up of Advisory Committees.	PowerPoint presentation Group discussion	Chronology Interpretation	1,2,3,4,7,14	III. Sir Murray MacLehose: a golden age in Hong Kong history?	√	Read the Lecture Notes provided
4	Development of	To examine the	PowerPoint	Change and	1,2,3,4,7,14	IV. Localization:	√√	Data-based

	Representative Government, 1983-97 (1)	background and major changes to reform with special emphasis on the three-tier consultative structure. To assess the major changes at the District Board level, at the Urban Council and Regional Council level, and at the Legislative Council level.	presentation Group discussion	Continuity Significance		a giant step towards the end of discrimination		Questions
1	Development of Representative Government, 1983-97 (2)	To evaluate the major characteristics of the three-tier consultative structure: rising political role of Chinese, Chinese participation in politics, rising importance of Chinese civil servants, improvement in public welfare, extended scope of consultation, and development of	PowerPoint presentation Group discussion	Change and Continuity Significance	1,2,3,4,7,14	IV. Democratization	√√	

		representative government.						
1	Essay Writing	<p>To investigate the question words that often appear in HKDSE History exam papers: trace and explain, to what extent, compare and contrast, etc.</p> <p>To highlight the importance of introduction, body and conclusion for writing an organized, coherent essay.</p> <p>To analyze the significance of RENNS in writing essays: examples, names, years, numbers, etc.</p>	Microsoft Word	Writing	1,2,3,4,7,14			<p>Essay-type</p> <p>Question: trace and explain the development of the representative government after World War II</p>
2	Economic Development:	To investigate the reasons for the	PowerPoint presentation	Cause and Consequence	1,2,3,4,7,14	IV. From Entrêpot to	√	

	Entrepot (1900-50)	transformation of Hong Kong as an entrepot: favorable geographical location, free port policy, adequate facilities and comprehensive transport system, and gateway to mainland China. To trace and explain the major developments of Hong Kong as an entrepot from 1900s to 1940s: Guangdong-Hong Kong General Strike and United Nations' embargo on China during the Korean War	Group discussion	Change and Continuity		Embargo		
2	Economic Development: Industrial City (1951-70)	To investigate the reasons for the transformation of Hong Kong as an industrial city: favorable government policies, setting up of	PowerPoint presentation	Cause and Consequence	1,2,3,4,7,14	III. Fok Ying Dung: patriot or traitor?	√	Data-based Questions

		<p>trade-related organizations, the UN embargo as a result of the Korean War, inflow of capital and entrepreneur, abundant labor supply, favorable international situation, and unstable business environment in Southeast Asia.</p> <p>To assess the characteristics of Hong Kong as an industrial city: development of secondary industry and export of manufactured products.</p>	Group discussion	Significance				
3	Economic Diversification and International Financial Center	To account for the growth of Hong Kong as an international center: greater difficulties in the industrial sector, trade barriers from other	PowerPoint presentation	Cause and Consequence	1,2,3,4,7,14	II. How can you plan to be a middle-class professional?	√	

	(1970-2000)	countries, reform and opening-up of China, rise of the middle class, favorable business environment, and good geographical location. To identify the major characteristics: development of tertiary production and free flow of capital and information.	Group discussion	Interpretation				
3	Urbanization	To define urbanization: the movement of people from rural to urban areas. To trace and explain the stages of urbanization in Hong Kong (1900s-20s), Kowloon (1920s-40s), New Kowloon (1930s-60s), and the New Territories (1960s onwards). To highlight the	PowerPoint presentation Group discussion	Definition Classification and division	1,2,3,4,7,14	IV. Urban ageing and urban renewal	√	Essay-type Question

		importance of the Central Business District (CBD) and the Ten-Year Housing Programme in the urbanization of Hong Kong.						
3	Population Changes in Size, Age and Gender	<p>To trace and explain the population changes in size from 1900 to 1999: the 1911 Revolution, the Japanese Occupation, the Cultural Revolution, and Family Planning.</p> <p>To examine the changes in age and gender structure: prewar and postwar reasons and characteristics.</p> <p>To assess the changes in the proportion of population distribution in Hong Kong, Kowloon and the New Territories.</p>	<p>PowerPoint presentation</p> <p>Drama: family planning</p>	<p>Change and Continuity</p> <p>Interpretation</p>	1,2,3,4,7,14	V. Family Planning VS. Abortion	√	Data-based Questions

4	Coexistence and interaction of Chinese and Foreign Cultures (1)	<p>To define coexistence and interaction with reference to the existence of different cultures and religions in Hong Kong.</p> <p>To account for the coexistence and interaction of different cultures in Hong Kong: center of international trade, unique historical background, free and open environment, and free trade policy.</p>	<p>PowerPoint presentation</p> <p>Group discussion</p>	<p>Definition</p> <p>Cause and Consequence</p>	1,2,3,4,7,14	III. Acceptance and tolerance of different cultures	√√	
4	Coexistence and interaction of Chinese and Foreign Cultures (2)	<p>To exemplify the coexistence and interaction of different cultures in Hong Kong: food, festivals, art, architecture, languages</p>	<p>Exemplification</p> <p>Group discussion</p>	<p>Compare and Contrast</p> <p>Classification and Division</p>	1,2,3,4,7,14	III, V. Acceptance and tolerance of different religions	√√	Essay-type question

		<p>and religions.</p> <p>To evaluate the significance of different religions in Hong Kong: Buddhism, Daoism, Christianity, Islam, Hinduism and Sikhism.</p>						
4	<p>Hong Kong's Relationship with Mainland China and Hong Kong's Role in the Asia-Pacific Rim</p>	<p>To trace and explain the development of Hong Kong's relationship with mainland China in three aspects: political, economic and social (1900-45, 1945-78, 1978-99).</p> <p>To examine the role of Hong Kong in the Asia-Pacific Rim: economic, social and cultural.</p> <p>To highlight the importance of Hong Kong as an entrepot, industrial</p>	<p>PowerPoint presentation</p> <p>Group discussion</p>	<p>Change and Continuity</p> <p>Classification and Division</p>	1,2,3,4,7,14		√√√	Essay-type question

		center, financial center, logistics center, management center, and exhibition center.						
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	PowerPoint presentation	Chronology	1,2,3,4,7,14	V. Panel Head of History’s sharing of his travels to Israel and the		

		(1956), the Six-Day War (1967), the Yom Kippur War (1973), and the Lebanon War (1982). To investigate the countries, causes, developments, result, and roles of the UN in each of the aforementioned wars.	Group discussion	Change and Continuity		site of the Yom Kippur War at the Golan Heights		
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 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	PowerPoint presentation Group discussion	Chronology Significance		V. The significance of mediation in peacemaking V. The threat of terrorism to world peace		Essay-type Question: "The Arab-Israeli peacemaking process was a failure." Comment on the validity of this statement.

		Arafat of the Palestine Liberation Organization (PLO) in mediation and peacemaking.						
1	Yugoslavian Civil Wars (1): Causes	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 and Croatia, collapse of the communist bloc in Eastern Europe, and disparity in economic development.	PowerPoint presentation Group discussion	Diversity Cause and Consequence	1,2,3,4,7,14	III. Slobodan Milosevic: a patriot or an extreme nationalist?	√	
2	Yugoslavian	To trace and explain the	PowerPoint	Chronology	1,2,3,4,7,14	V. Ethnic		Essay-type

	Civil Wars (2): Course	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.	presentation Group discussion	Change and Continuity Significance		cleansing: ethical or unethical?		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). To account for Apartheid: racial conditions in South Africa, discrimination	PowerPoint presentation Group discussion	Intepretation Cause and Consequence Chronology	1,2,3,4,7,14	III. Racial discrimination: right or wrong?	√	

		<p>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>						
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 1982: economic sanctions, disinvestment</p>	<p>PowerPoint presentation</p> <p>Group discussion</p>	<p>Chronology</p> <p>Change and Continuity</p>	1,2,3,4,7,14	<p>II. Nelson Mandela: a role model for young people; revered in America, Europe and China</p>	√	<p>Essay-type</p> <p>Question: To what extent had the work of Nelson Mandela contributed to the end of Apartheid?</p>

		<p>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>
1	Exam Strategies	To announce the coverage, format and						

		<p>mark distribution in each of the sections of the year-end assessment.</p> <p>To analyze the question words that may appear in data-based questions and essay-type questions.</p>						
2	Past Paper Practices							
3	Past Paper Practices							
4	Past Paper Practices							
5	Past Paper Practices							

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

