

- (h) It uses a thematic approach in its organisation. The themes in this curriculum provide students with the opportunities to acquire an understanding of 20th century history in the broad political, social, economic and cultural context, with the ultimate goal of developing their global perspective. This enables them to understand themselves, society and the world at large. It ensures a more thorough coverage of the world and yet strikes a balance between the breadth and depth of studies to allow for students' development of critical thinking skills and enquiry learning.

2.2 Curriculum Structure and Organisation

(starting at S4 in 2015/16, effective from the 2018 HKDSE Exam)²

2.2.1 Curriculum contents

Introduction: The Making of the Modern World

Key Points	Explanatory Notes
(i) The foundations of Western supremacy (ii) Western expansion and the formation of colonial empires (iii) Asia's reactions to Western expansion (iv) Towards international cooperation	Students will understand generally the ways in which scientific and technological advancement, intellectual development and political revolutions laid the foundations of Western supremacy. They will explain how such foundations led to the geographical and economic expansion of Western countries from the 16 th century, and to the formation of colonial empires in the 19 th century. Students will then describe the impact of colonialism and the responses of Asian peoples to Western encroachment and domination, which provided the historical background to the modernisation and transformation of Asia in the 20 th century. Also, through examining the relationships among the major Western powers, especially the sources of international rivalries and the attempts at negotiation and cooperation in the 19 th century, students will be in a better position to understand the unfolding of conflicts

² Information related to the curriculum and assessment of this subject for 2016 & 2017 HKDSE Exam can be found in the previous version of this Curriculum and Assessment Guide, available on EDB website (<http://www.edb.gov.hk/en/curriculum-development/kla/pshe/curriculum-documents.html>) or the Assessment Framework of the relevant examination year on the HKEAA website (http://www.hkeaa.edu.hk/en/hkdse/assessment/assessment_framework/)

	and cooperation in the 20 th century world.
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Theme A Modernisation and Transformation in Twentieth-Century Asia
Students will understand the concept of “modernisation”, and acquire an overview of the ways in which Hong Kong, China, Japan and Southeast Asia underwent modernisation in the 20 th century.

(1) Modernisation and transformation of Hong Kong

Key Points	Explanatory Notes
(i) Political and institutional changes <ul style="list-style-type: none"> • main trends of development • characteristics of different stages of development 	Through enquiring into the major political and institutional changes that occurred in Hong Kong from the beginning of the 20 th century to 1997, students will identify the main trends of political development, as well as different stages of development and their salient features.
(ii) Development as an international city <ul style="list-style-type: none"> • economic development, urbanisation and population changes • the coexistence and interaction of Chinese and foreign cultures • relationship with the mainland and its role in the Asia-Pacific Rim 	Through investigating the long-term process of economic and social changes in Hong Kong, students will trace and explain the development of Hong Kong as an international city. They will describe the salient features of different stages of economic development, as well as the phenomena of urbanisation and population changes. They will also cite examples, including local heritage, to illustrate the coexistence and interaction of Chinese and foreign cultures, and develop an awareness of the characteristics of their own culture. They will also analyse Hong Kong’s links with the mainland and its role in the Asia-Pacific Rim in different periods.

(2) Modernisation and transformation of China

Key Points	Explanatory Notes
<p>(i) Early attempts at modernisation – reforms and revolutions</p> <ul style="list-style-type: none">• Late Qing Reform• the 1911 Revolution• the May Fourth Movement• attempts at modernisation by the Nanjing government• the communist revolution and the establishment of the PRC	<p>Students will identify the major reforms launched by the late Qing government and by the Nanjing government, and assess their significance for the modernisation of China. They will assess the significance of the 1911 Revolution and the May Fourth Movement in the light of China’s transformation into a modern nation. Students will also demonstrate a general understanding of the major political developments in China leading to the formation of the PRC.</p>
<p>(ii) Socialist modernisation 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 modernisation in the Maoist period• the “Cultural Revolution” and its impact on Chinese modernisation• reform and opening-up since 1978	<p>Students will describe the institutional set-up of the country and the relationships between the party, government and military. Students will also describe and assess the major attempts at modernisation in the Maoist period, namely the First Five-Year Plan, the “Great Leap Forward” and Readjustment. The “Cultural Revolution” will be evaluated in the light of its impact on China’s modernisation. As regards the period after 1978, students will trace the origins and development of “socialism with Chinese characteristics” and the rise of regional economies, and analyse the ways in which these developments have affected China’s modernisation and its relations with other Asian countries.</p>

(3) Modernisation and transformation of Japan and Southeast Asia

Key Points	Explanatory Notes
<p>(i) Japan</p> <ul style="list-style-type: none"> • modernisation in the early 20th century <ul style="list-style-type: none"> ▪ overview of political, social, economic and cultural conditions in the early 20th century ▪ the rise of militarism and its consequences • reconstruction and growth after WWII • relations with other Asian countries 	<p>Students will assess the extent to which Japan was modernised in the early 20th century in the light of the contemporary political, social, economic and cultural conditions. They will analyse the ways in which such conditions led to the rise of militarism, and assess its consequences for Japan and Asia.</p> <p>Students will trace and explain Japan’s economic recovery and growth as well as political and social developments in the post-World War II period. They will also cite examples to illustrate both change and continuity in Japan’s political, economic and cultural relations with other Asian countries.</p>
<p>(ii) Southeast Asia: from colonies to independent countries</p> <ul style="list-style-type: none"> • legacy of Western colonialism • reasons for decolonisation and struggles for independence • post-colonial developments and the evolution of ASEAN 	<p>Students will describe the general situation in Southeast Asia in the first half of the 20th century, focusing on the impact of Western colonisation of the region. They will analyse the reasons leading to the decolonisation of Southeast Asian countries, delineate the major patterns of independence movements through examining the different methods employed to achieve independence, and examine the main features of post-colonial developments. They will also cite the evolution of ASEAN to illustrate the trend towards regional cooperation, relating it to the broad trend of global cooperation.</p>

Theme B Conflicts and Cooperation in the Twentieth-Century World

(4) Major conflicts and the quest for peace

Key Points	Explanatory Notes
(i) International relations from 1900 to 1914 <ul style="list-style-type: none"> • Europe at the beginning of the 20th century – sources of rivalries and conflicts; attempts at making peace 	Students will acquire a general understanding of the relationships among the major European powers at the beginning of the 20 th century. They will analyse the sources of international rivalries and conflicts, and describe the early attempts at avoiding war. Students will also describe briefly how World War I broke out in 1914.
(ii) The two world wars and the peace settlements <ul style="list-style-type: none"> • impact of the Paris Peace Conference on the international order • post- World War II settlements and their impact • political, social, economic and cultural significance of the two world wars 	Through enquiring into the impact of the Paris Peace Conference, students will explain the cause-and-effect relationship between the two world wars. They will cite various attempts to establish collective security in the inter-war period and relate the results to the outbreak of World War II. Through examining the settlements that ended World War II, students will show the ways in which, and the extent to which, a new international order was established. The historical significance of the two world wars will be assessed from the political, social, economic and cultural perspectives. Students will develop an awareness of both the short-term and long-term consequences of these global conflicts.
(iii) Major conflicts after WWII and attempts to make peace <p>(a) superpower rivalries and détente</p> <ul style="list-style-type: none"> • origins, development and characteristics of the Cold War • détente between the USA and USSR • collapse of the USSR and the Warsaw Pact 	Through tracing the origins and development of the Cold War up to 1991, students will identify its key features and explain the gradual relaxation of tensions between the USA and USSR. They will also identify the cause-and-effect relationships between the major events that led to the collapse of the USSR and the Warsaw Pact.

Key Points	Explanatory Notes
<p>(b) other major conflicts and attempts at making peace</p> <ul style="list-style-type: none"> • causes and development of conflicts between Israel and the Arabs; racial conflicts in the Balkans; apartheid in South Africa • the role of the United Nations in peace-making efforts 	<p>Students will explain the causes of conflicts between Israel and the Arabs, racial conflicts in the Balkans and apartheid in South Africa. They should be able to describe the development of these conflicts in the second half of the 20th century. They will also assess the role that the United Nations played in settling them.</p>

(5) The quest for cooperation and prosperity

Key Points	Explanatory Notes
<p>(i) International economic cooperation</p> <ul style="list-style-type: none"> • attempts at reconstruction, economic cooperation and integration in Europe after World War II <ul style="list-style-type: none"> ▪ post-war economic problems and recovery ▪ the roles played by the USA and USSR in Europe's economic reconstruction and development ▪ towards economic integration in Europe and its significance 	<p>Students will identify the economic problems and the efforts made to achieve economic recovery in Europe after the end of World War II. They will examine the roles played by the USA and USSR in the economic reconstruction and development of Europe, analyse the political and economic considerations behind their decisions, and assess the effectiveness and impact of their policies. Students will also trace the process of economic integration in Europe, and assess its significance for Europe and the world at large.</p>
<p>(ii) International social and cultural cooperation</p> <ul style="list-style-type: none"> • population and resources; environmental protection; medicine and science and technology <ul style="list-style-type: none"> ▪ major developments ▪ achievements and limitations 	<p>Students will cite examples to illustrate the major attempts made to achieve international cooperation in the areas of population and resources, environmental protection, as well as medicine and science and technology. In critically analysing the achievements and limitations of these attempts, students will acquire an awareness of the divergent and even conflicting interests underlying each main</p>

Key Points	Explanatory Notes
	issue. They will also assess the extent to which the international community is capable of resolving recurring global dilemmas.

2.2.2 Time allocation

The total time allocation for the senior secondary History curriculum will be approximately 250 hours of lesson time. The curriculum contents including Introduction, Theme A and Theme B will take up approximately 230 hours. There will be another 20 hours of lesson time for teachers to conduct learning activities such as museum visits and heritage tours in support of learning and teaching both inside and outside the classroom.

Introduction:	The Making of the Modern World	10 hours
Theme A:	Modernisation and Transformation in Twentieth-Century Asia	110 hours
(1)	Modernisation and transformation of Hong Kong	40 hours
(2)	Modernisation and transformation of China	40 hours
(3)	Modernisation and transformation of Japan and Southeast Asia	30 hours
Theme B:	Conflicts and Cooperation in the Twentieth-Century World	110 hours
(4)	Major conflicts and the quest for peace	70 hours
(5)	The quest for cooperation and prosperity	40 hours
Suggested time allocation for conducting learning activities, such as museum visits, heritage tours etc.		20 hours
		<hr/> 250 hours

Remarks:

The lesson time for Liberal Studies and each elective subject is 250 hours (or 10% of the total allocation time) for planning purpose, and schools have the flexibility to allocate lesson time at their discretion in order to enhance learning and teaching effectiveness and cater for students' needs.

“250 hours” is the planning parameter for each elective subject to meet local curriculum needs as well as requirements of international benchmarking. In view of the need to cater for schools with students of various abilities and interests, particularly the lower achievers, “270 hours” was recommended to facilitate schools' planning at the initial stage and to provide more time for teachers to attempt various teaching methods for the NSS curriculum. Based on the calculation of each elective subject taking up 10% of the total allocation time, 2500 hours is the basis for planning the 3-year senior secondary curriculum. This concurs with the reality check and feedback collected from schools in the short-term review, and a flexible range of 2400±200 hours is recommended to further cater for school and learner diversity.

As always, the amount of time spent in learning and teaching is governed by a variety of factors, including