

Name of School:

School Code:

Subject：Social and Humanities Education							
The Requirements of Basic Academic Attainments at Junior Education <sup>(1)</sup>		Teaching Content to be covered through the following teaching activities ( State the name and content of the relevant modules / school-based curriculum / other learning activities )			If not covered, please state the reason(s) and provide possible solution(s)	Textbook	Remark(s):
Learning Domain	Concrete Content	F1	F2	F3			
A: Humans and time A-1 Historical evolution	A-1-1 Know the basic human living conditions in prehistoric period; know how early humans used their wisdom to adapt to the natural environment.						
	A-1-2 Describe the important historical facts of Xia, Shang and Zhou Dynasties; understand the great changes in society of China during this period.						
	A-1-3 Briefly describe the rise and fall of each dynasty from the Qin Dynasty to the early stage of the Qing Dynasty; specify the characteristics of each historical period of ancient China.						
	A-1-4 Be able to use historical maps to identify the changes of Chinese territories; understand that unification is the mainstream in the development of Chinese history.						
	A-1-5 Be able to use historical maps to indicate the historical facts about the contacts between China and other nations in ancient times; describe the features of foreign policy at different times.						
	A-1-6 Briefly describe the wars and aggressions occurred in modern China; analyse how the Chinese nation contrived to get out of internal and external predicaments, whereby feel the unyielding spirit of the Chinese nation.						
	A-1-7 Briefly describe the political changes in modern China;						

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	understand the exploration and practice of democracy in China.						
	A-1-8 Briefly describe the development and complications after the establishment of New China; understand how China moved towards prosperity through reforms and opening-up.						
	A-1-9 Illustrate the simple process of Macao’s historical development; enhance students’ sense of belonging to Macao.						
	A-1-10 Notice about the division and changes of eras through observing the development of people and times; grasp the characteristics of different eras.						
A: Humans and time A-2 Changes of systems	A-2-1 Be able to describe the feudal system of the Zhou Dynasty and briefly explain its role in history.						
	A-2-2 Be able to briefly describe the measure of the centralisation of authority established in the Qin Dynasty; discuss the significance of the unification of China by the Qin Empire.						
	A-2-3 Be able to briefly describe the evolution of political systems from the Han Dynasty to the Yuan Dynasty; understand their basic characteristics.						
	A-2-4 Know the historical facts about the constant strengthening of monarchical power in the Ming and Qing Dynasties and describe its impacts on the social development of China.						

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	A-2-5	Briefly describe the political system development in modern China and know the sacrifices made by the ancestors for promoting the development of democracy.					
	A-2-6	Know the changes in the methods of talent selection in different periods of ancient China; discuss their influence on China and the world.					
	A-2-7	Understand the Glorious Revolution of England; know the establishment of constitutional monarchy and its influence on human history.					
	A-2-8	Understand the American War of Independence and the French Revolution; know people’s pursuit for liberty and equality.					
	A-2-9	Briefly describe Japan’s Meiji Restoration; briefly analyse why Japan has become a world powerful nation in modern time.					
A: Humans and time A-3 Commentary on historical figures	A-3-1	Comment on political figures who played important roles in the development of China and the world history from various perspectives.					
	A-3-2	Briefly describe the lives of important philosophers, scientists or artists in Chinese and world history; know their contribution to social development.					
A: Humans and time	A-4-1	Know the basic facts about the major reforms in ancient China; analyse the reasons of					

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A-4 Key historical facts	their success or failure; evaluate the effects of these reforms on the social development from multiple viewpoints.						
	A-4-2 Tell about the Pax Sinica and chaotic periods of ancient China; briefly analyse the reasons for the rise and fall of these empires.						
	A-4-3 Briefly describe the basic historical facts about the defense against foreign invasions from the Ming Dynasty to the early Qing Dynasty; understand the resistance of the Ming and Qing governments to safeguard national sovereignty.						
	A-4-4 Describe the governance crisis after the Mid-Qing Dynasty and the policy of national isolation; know about the historical facts that China began to lag behind the world's development.						
	A-4-5 Understand the Westernisation Movement, Hundred Days’ Reform and Xinhai Revolution; express views about their impacts on Chinese history.						
	A-4-6 Understand the course of the War of Resistance against Japan; realise the unity of the Chinese nation and the spirit of resistance; analyse the reasons for the victory.						
	A-4-7 Be able to describe the course of the Chinese Civil War; briefly analyse the reasons for victory and defeat.						

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	A-4-8	Be able to briefly describe the course of the ten years “Cultural Revolution”; analyse its impacts on the country.					
	A-4-9	Be able to illustrate the achievements of China’s Economic Reform and Opening-up policy; know about the rise of comprehensive national power and the international status of modern China.					
	A-4-10	Be able to use historical maps to understand the Age of Discovery; evaluate objectively the impacts of the discovery of the new sea routeson the world.					
	A-4-11	State the impacts of the Congress of Vienna; know the situation of the development of nationalism and liberalism in Europe.					
	A-4-12	Understand the course of the two World Wars; express views on the impacts of the wars on the world.					
	A-4-13	Be able to briefly describe the key historical facts from post-World-War-I to "Post-Cold-War Era"; know about the evolution of modern international relations.					
	A-4-14	Know about the course of the transfer of Macao’s sovereignty through reading historical documents; enhance the sense of “Loving the country and loving Macao”.					
B: Humans and	B-1-1	Be able to use maps to identify the distribution of					

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the environment B-1 Space and regions	continents and oceans; find out the locations of countries on different continents.						
	B-1-2 Be able to briefly describe the natural characteristics of landlocked countries, coastal countries, and island countries.						
	B-1-3 Be able to identify China’s territory and its provincial administrative units as well as the distribution of its neighbouring countries.						
	B-1-4 Be able to use maps to indicate the four major regions of China; know about the basis for such division and compare the characteristics of people’s life in different regions.						
	B-1-5 Be able to use maps to indicate the positions of major straits, canals and seaports; illustrate the roles of major straits, canals, seaports and sea routes in regional or international shipping.						
	B-1-6 Be able to describe the relationship between the marine and terrestrial ecological environment and human activities, as well as suggest protective measures.						
	B-1-7 Be able to use maps to point out the land expansion process in Macao; care about the relationship between land expansion and the social development of Macao.						
	B-1-8 Be able to tell the basic elements of a map; identify a						

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		position by the latitude and longitude method.					
	B-1-9	Be able to indicate the basis for the division of southern and northern hemispheres and that of the time zones.					
	B-1-10	Be able to use a scale to calculate distances and areas.					
	B-1-11	Be able to use topographic maps to identify landforms.					
	B-1-12	Be able to use maps to find the location, direction and distribution of things.					
B: Humans and the environment B-2 Natural Environment	B-2-1	Be able to illustrate the interrelations and influences of the geographical elements such as landforms, climates and hydrology by reading information.					
	B-2-2	Be able to use charts and data to describe the pattern of global annual temperature and precipitation; compare the climatic characteristics of different countries and regions.					
	B-2-3	Through reading satellite images and information, be able to describe the weather conditions and changes in a certain area.					
	B-2-4	Be able to take a certain country or region as an example to explain the impact of such factors as landforms, land and sea on the precipitation and temperature of that area.					
	B-2-5	Be able to use charts and data to summarise the characteristics of the spatial and temporal distribution of temperature and					

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		precipitation in China; give examples to illustrate their influence on human production and life.					
	B-2-6	Be able to identify the climatic characteristics of Macao and summarise the causes of their formation.					
	B-2-7	By observing practical examples, be able to compare the differences in the life and culture of the residents of different regions under different climatic conditions.					
	B-2-8	Infer the climate type of a region based on its natural landscape; explain the interrelationship between natural landscape and climate; be able to explain its influence on residents’ life and culture.					
	B-2-9	Be able to point out the hydrological features of rivers and lakes.					
	B-2-10	By observing practical examples, explain how the development and utilisation of rivers and lakes affect residents’ life and production.					
	B-2-11	By observing practical examples, be able to identify the effects of internal and external processes on landforms.					
	B-2-12	Be able to give real examples to explain how human beings develop and use different terrain types according to local conditions.					
	B-2-13	Be able to describe the topographic features of a continent or country and					



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	Macao; give examples to illustrate how landforms affect residents’ daily life activities and production.						
B: Humans and the environment B-3 Natural Disaster	B-3-1 Be able to explain the causes of natural disasters in a certain continent or country; specify their impacts on human daily life activities and production; suggest the preventive and contingency measures against such disasters.						
	B-3-2 Describe the causes of natural disasters such as typhoons and saline water intrusion in Macao and suggest the contingency measures; pay attention to and care about people in disaster area.						
B: Humans and the environment B-4 Environmental issues	B-4-1 Be able to outline the conditions for the formation of prairies and tropical rainforests; give examples to illustrate how human activities caused desertification in prairies and decline of rainforests; concern about it and suggest feasible measures.						
	B-4-2 Be able to explain the causes of global warming, acid rain and heat island effect; identify the relationship between such causes and human activities.						
	B-4-3 Be able to give examples to illustrate the impacts of pollution from urbanisation and industrialisation on human survival and life;						

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		formulate an action plan to reduce pollution at home or in school.					
	B-4-4	Be able to tell the basic situation of handling exhaust gas, wastewater and solid waste in Macao; know about the related policies.					
C: Origin of culture and social development C-1 Origin of civilization	C-1-1	Be able to understand the origin of Chinese civilisation through reading ancient Chinese legends, myths and archaeological findings.					
	C-1-2	Be able to point out the origin and evolution of the world's major writing systems and know about the basic context of the development of writing systems.					
	C-1-3	Be able to understand the origin of human beings and explain the role of archaeology in history.					
	C-1-4	Be able to indicate the main achievements of the four ancient civilisations born near large river basins; be able to explain the influence of geographical environment on the civilisations of ancient Asia and Africa.					
	C-1-5	Be able to briefly describe the general situation of the ancient maritime civilisations of the West and explain its influence on the world.					
C: Origin of culture and social development C-2 Nations and religions	C-2-1	Be able to understand the spread and development of the major religions of the world; be able to respect and accept different religious beliefs.					

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	C-2-2	Briefly describe the relationship among different ethnic groups in different dynasties of Chinese history; understand that the history and culture of the Chinese nation were jointly created by various ethnic groups.					
	C-2-3	Be able to analyse the effects of frontier ethnic policy in the early Qing Dynasty on the unification of a multi-ethnic country.					
	C-2-4	Be able to briefly describe the development of Catholicism in Macao and understand the role of the Catholic Church in Macao.					
C: Origin of culture and social development C-3 Ideology and arts	C-3-1	Describe the general situation of various schools of thought in the Pre-Qin Period; know about the influence of Confucianism on Chinese history.					
	C-3-2	Be able to illustrate the literary and artistic achievements of various historical periods in ancient China; know about the spiritual life of ancient Chinese people.					
	C-3-3	Be able to describe how modern Chinese intellectuals, under the influence of new thought, strived to save the country; know about the process of the transformation of modern Chinese thought.					
	C-3-4	Be able to briefly describe the general situation of the European Renaissance and Enlightenment; briefly explain their impacts on the					

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	development of the world history.						
	C-3-5 Be able to briefly describe the development of totalitarianism during the two World Wars and reflect on its impacts on human history.						
C: Origin of culture and social development C-4 Science and technology	C-4-1 Be able to illustrate the major ancient Chinese buildings and engineering constructions; briefly explain their historical significance.						
	C-4-2 Be able to illustrate the major inventions as well as scientific and technological works before the Ming Dynasty; know the position and influence of ancient Chinese science and technology in the world.						
	C-4-3 Be able to briefly describe the development of science and technology as well as the social development in modern China; know about the gap between modern China and the West.						
	C-4-4 Be able to use general historical information to understand the social life of ancient China; initially grasp the ability to study historical materials.						
	C-4-5 Be able to briefly describe the general situation of social and economic development of China before the Ming dynasty; understand the basic economic features of China during that period.						
	C-4-6 Understand the social and economic situation in the Ming and Qing Dynasties;						

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		briefly analyse the reasons for the stagnation of economy as well as science and technology during that period.					
	C-4-7	Give a brief overview of the Industrial Revolution and its development process; compare the changes in human social life before and after the Industrial Revolution					
	C-4-8	Describe the scientific-technological revolution of the twentieth century; conclude the characteristics of modern science and technology development and express views on its impacts on human society.					
	C-4-9	Through reading materials, describe the characteristics of the world heritage site in Macao; provide suggestions for preserving the historic centre of Macao and take civic responsibility for protecting historical relics.					
D: Regional economics and development D-1 Population, resources and economy	D-1-1	Be able to describe the distribution of the world population; compare the differences in the population distribution under different natural conditions.					
	D-1-2	Be able to tell the trend of world population growth; compare the impacts of overpopulation and an ageing population on the society.					
	D-1-3	Be able to describe the distribution and characteristics of dry and wet regions in China; compare the					

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		differences in agricultural development under different wet and dry conditions.					
	D-1-4	Be able to give examples to illustrate different types of marine and land resources as well as the development and utilisation of such resources.					
	D-1-5	Be able to take a certain region as an example to explain the impact of tourism resource development on economy and environment.					
	D-1-6	Be able to describe the conditions that affect the development of a business centre in a city.					
	D-1-7	Be able to take a certain region as an example to describe the conditions for the development of hi-tech industries.					
	D-1-8	Be able to take a certain region as an example to illustrate how transportation affects the economic development.					
	D-1-9	Be able to take a certain country or region as an example to describe the distribution characteristics and the exploitation of natural resources in that area; give examples to explain the relationship between resources and economy.					
	D-1-10	Be able to give examples to explain the impacts of resource exploitation on eco-environment; know to care for the environment.					
	D-2-1	Be able to compare the basic features and differences					
	D: Regional						

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economics and development D-2 Settlements and urbanisation	between urban and rural development.						
	D-2-2 Be able to describe the conditions for the development of urban functions.						
	D-2-3 Be able to take Macao as an example to discuss the problems arising from urbanisation.						
	D-2-4 Be able to describe the development status of traffic, economy, and tourism in Macao and know about Macao’s locational advantages.						
D: Regional economics and development D-3 Sustainable development	D-3-1 Be able to describe the concept and basic contents of sustainable development.						
	D-3-2 Be able to describe the conditions for sustainable development in Macao and care about the sustainable development of Macao.						
D: Regional economics and development D-4 Global contact	D-4-1 Be able to describe the work and the significance of major international organisations.						
	D-4-2 Be able to explain the impact of China's joining in international organisations on the development of the country and the society.						
	D-4-3 Be able to describe the development trend of economic globalisation in contemporary world and express views on the opportunities and challenges brought by economic globalisation to the Chinese economy.						

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Academic year

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