

Annex IX

The Requirements of Basic Academic Attainments for Junior Secondary Social and Humanities Education

I. Basic rationale

Junior secondary social and humanities curriculum covers contents of the subjects of history, geography, economics, and culture, etc.. The curriculum design should be student-centred and aim to help students master the basic knowledge in, the learning methods of and the learning attitudes towards social and humanities; thus enable them to understand the track of human civilisation and culture, know the social reality and development situation, understand the relationship between humans and the environment, including investigating the relationship between humans and the natural environment and that between humans and social environment as well as exploring the meaning and value of life. At the same time, the curriculum should also help students to improve their thinking skills and construct comprehensive humanistic quality and positive values; nurture students to become good citizens and to lay a sound foundation for their continuing development and learning in the future. On these grounds, the Requirements of Basic Academic Attainments for Junior Secondary Social and Humanities Education should comply with the following fundamental principles.

1. Cherishing students' life experiences and development needs, integrating the knowledge of social and humanities subjects.

Social and humanities curriculum should emphasise the connection between students' learning and their life and the interconnection between different systems of knowledge in the subjects of social and humanities. The curriculum not only should highlight the characteristics of "sequence and space" of history and geography, but also should emphasise the comprehensive connection between subjects. Through the four main areas, namely "Humans and time", "Humans and environment", "Origin of culture and social development" as well as "Regional economics and development", the basic knowledge and skills of social and humanities subjects, which junior students must master, is integrated. The course materials are drawn from Macao, China and the world. Among them, basic content suitable for the development of students is selected to construct the curriculum, especially focus on the topics of influence and reference significance in the aspects

of social development, the progress of the times and improvement of personality, balancing the regional, national and global knowledge while taking the basis, development and reality into consideration.

2. Enriching humanistic quality, improving students' thinking ability and civic quality.

The learning of social and humanities curriculum is not confined to classroom and subject contents. The curriculum should provide a variety of learning experiences to help students master the history and culture related to life, as well as the general situation, connection and influence of the natural environment and social economy in order to cultivate multiple thinking and critical thinking abilities and the civic qualities of being proactive and enterprising, cherishing democratic values, respecting others and different cultural groups. The curriculum highlights the relationship between humans and social development, humans and natural environment, as well as the interdependent relationship among different races and cultures, whereby to cultivate the sense of belonging to the homeland and country, and enhance humanistic care, develop students' environmental protection values and international perspective.

3. Advocating diversified teaching methods, putting forth effort to develop crucial ability to learn social and humanities subjects.

The study of social and humanities subjects should not only be confined to acquiring knowledge, but also develop crucial ability for learning. For example, being able to understand the importance of "time concept" for historical knowledge. Students need to have a rudimentary grasp of the significance and the function of historical stages, time sequence and timeline. Through accessing historical materials, students can roughly understand the relationship between historical evidence and historical interpretation and then form their own historical view. Besides, students need to master important concepts needed for learning Geography, such as being able to preliminary understand spatial distribution, regional characteristics, and the relationship between people and the environment. In addition, in analysing, solving or participating in social and life issues, students are expected to have ability to preliminarily propose a solution based on evidence. Teachers should adopt diversified teaching methods such as discussion, observation, simulation or thematic research to guide students to master the appropriate and effective learning methods and then develop the lifelong learning ability of the social and humanities subjects.

4. Advocating the openness and flexibility of the curriculum, encouraging the development of school-based curriculum.

In implementing social and humanities education in junior secondary level, schools can develop their own school-based curriculum according to their actual needs and situation, providing that the requirements for **basic academic attainments are met**. Teachers should organise the teaching and learning contents according to school characteristics and students' learning style, based on the principle of improving the overall quality of students. Teachers should also use rich teaching resources, vivid and flexible teaching methods to create interactive learning atmosphere between teachers and students and enrich the contents of the curriculum.

II. Curriculum Goals

1. Help students to understand the basic knowledge of history, including the order of the times, important historical events, figures and phenomena; know about the clues of historical development and the basic concepts of history.
2. Enable students to understand the basic knowledge of geography, including the basic situation of natural environment and humanistic environment; know the correlation between humans and environment.
3. Help students to understand the political, socio-cultural and economic evolution of different nations, countries and regions; guide students to respect the cultural differences and nurture their humanistic care.
4. Guide students to understand the economic development of different countries and regions and its impacts on society and natural environment; know about the relationship between economic development, resources exploitation and environmental protection.
5. Help students to acquire the basic skills of reading, analysing, comparing, summing up and processing data; particularly guide them to attach importance to the ways of learning history and geography.
6. Help students to preliminarily grasp the essentials of critical thinking, experimental judgment, problem solving as well as action practice.
7. Develop students' communication, self-expression, sharing and cooperation skills.
8. Help students to develop positive and zealous attitudes toward learning; nurture a healthy and positive outlook on life and innovative awareness.
9. Develop students' multicultural perspective; teach them to respect for the rights of others and care about social change and social issues.
10. Enhance students' sense of belonging to and responsibility for the homeland

and country.

III. The Requirements of Basic Academic Attainments in different learning domains

Explanation of coding:

- (1) The capital English letters represent the requirements of basic academic attainments in different learning domains; A – “Humans and time”, B – “Humans and environment”, C – “Origin of culture and social development”, D – “Regional economics and development”.
- (2) The first number following the English letter represents the serial number of the learning category in various learning domains.
- (3) The second number following the English letter represents the serial number of the requirements of basic academic attainments in the respective learning category.

Learning domain A: Humans and time

Learning category 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; 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-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.
- 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-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-4 Key historical facts

- A-4-1 Know the basic facts about the major reforms in ancient China; analyse the reasons of 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.
- 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 routes on 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".

Learning domain B: Humans and the environment

B-1 Space and regions

- B-1-1 Be able to use maps to identify the distribution of 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 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-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 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 Macao; give examples to illustrate how landforms affect residents' daily life activities and production.

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-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; 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.

Learning domain 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-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.
- 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-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 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-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; 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.

Learning domain 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 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 Settlements and urbanisation

- D-2-1 Be able to compare the basic features and differences 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-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-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.