

Annex IX

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

I. Basic rationale

Social and humanities education involves a broad range of knowledge and abilities; its subject areas include history, geography, economics, society, law, politics, culture, philosophy, etc. The requirements of basic academic attainments for senior secondary social and humanities education further emphasise the use of important concepts, thinking methods and skills in social and humanity as well as the learning process of finding and solving problems; focus on the improvement of social and humanistic quality; lay a sound foundation for students' lifelong learning and development. On these grounds, the Requirements of Basic Academic Attainments for Senior Secondary Social and Humanities Education should comply with the following fundamental principles.

1. Emphasising students' common development needs, cultivating the core knowledge and abilities in social and humanities.

The requirements of basic academic attainments for senior secondary social and humanities education focus on the required level of ability that senior secondary students should possess upon completion of their studies and attach importance to students' common development needs and learning interests. The curriculum aims to develop students' important knowledge and skills in the area of Society and Humanity through the study and investigation of such topics as the change of times, cultural inheritance and innovation, sustainable development, regional linkages and local exploration. The curriculum includes regional, national and global knowledge; the design and organisation of the curriculum give importance to selecting teaching materials that are conducive to the transfer and development of learning ability so as to enhance sustainable learning effectiveness.

2. Improving students' humanistic literacy and scientific literacy, fostering local feelings and international vision.

Curriculum design and teaching should provide rich and diverse learning experiences. Through the investigation of local and global issues, strengthen students' problem solving, peer communication and cooperation skills as well as foster the attitudes of respect and tolerance. Besides, it should also enhance

students' understanding of the subject perspectives and methods so as to increase their humanistic literacy and scientific literacy. The investigation of local issues that are relevant to students' life is conducive to developing students' concern for and sense of belonging to the hometown and country; while the investigation of international and global issues can further nurture students to become citizens with international vision.

3. Promoting thematic exploration, broadening the horizons and learning methods in terms of Society and Humanities.

Social and humanities curriculum includes a wide range of contents. Students should be required to conduct investigation and study of different topics to expand their scope of thinking and improve their learning ability. For example, exploring important issues in the change of times and learning about the process of human democratic development are helpful in understanding the historical progress, the change of social thoughts, systems and cultures in different places. Besides, the investigation of local incidents in the past can help students to understand the relationship between historical evidence and historical interpretation, cultivate their critical and analytic thinking abilities. Furthermore, through discussion of important global, regional and local issues and the use of modern scientific methods to collect, sum up, collate and analyse data, students' abilities of interpreting maps, geographical calculation and analysis as well as logical inference can be fostered. For sustainable development topics, they are bound to be related to the interdependent issues of environment, economy and society; thus the study of such issues requires the comprehensive application of knowledge and skills in various fields.

4. Valuing the practical considerations of curriculum, encouraging the development and implementation of school-based curriculum.

When carrying out social and humanities education at senior secondary level, schools can develop suitable school-based curriculum based on the practical considerations of their own characteristics and resources, so as to achieve the requirements of basic academic attainments for senior secondary Social and Humanities Education. For curriculum design and implementation at the school and classroom levels, schools can make good use of the environmental resources inside and outside the school, focus on the teaching method of teacher-student interaction to enrich the connotation of Social and Humanities Education.

II. Curriculum Goals

1. Through exploration of important issues in the change of times, guide students

to understand the background of these issues and the process of the related events as well as the change of important social thoughts and systems.

2. Through exploration of issues related to succession, transmission and innovation of culture, guide students to understand how certain cultures respond to common human issues and be able to respect and appreciate cultural diversity.
3. Help students to establish the concept of sustainable development; guide them to explore the relationship between environment, economics and society; think about the forms of co-existence between humans and nature.
4. From regional perspective, guide students to understand the meaning of geographical region and regional economy; recognise the change in economic and political situations in modern world.
5. Through local thematic activities, develop students' capabilities of communication, presentation, collaboration, problem-solving and acquisition of knowledge; cultivate attitudes of respect, tolerance and appreciation; develop a sense of concern for and belonging to hometown, society and the country.
6. Guide students to know about the complexity and diversity in the social and humanity field; understand the viewpoints and methods for acquiring the related knowledge; hence, allow students to master the essentials of collection, collation and analysis of data as well as setting forth argument.
7. Guide students to appreciate the beauty in the environment and the good things in life; establish healthy life values in them; develop students' healthy and complete personalities so as to help them to become knowledgeable and responsible citizens who strive to create a quality life.

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 – “Change of times”, B – “Cultural inheritance and innovation”, C – “Sustainable development”, D – “Regional linkages”, E – “Local exploration”.
- (2) The number following the English letter represents the serial number of the requirements of basic academic attainment in the respective learning domain.

Learning domain A: Change of times

- A-1 Briefly describe the development process of multi-ethnic unification of China; know the characteristics of formation and development of the ancient states.
- A-2 Have a brief understanding of the development process of agricultural civilisation in ancient China; know about the basic features of economic development in ancient China.
- A-3 Be able to describe various means of civilisation exchange in different historical periods; assess how the clash and interaction of civilisations affect the world's development.
- A-4 Understand the transformation process of modern western democratic thought; discuss about its influence on the development of democratic politics.
- A-5 Be able to briefly describe the process and result of the competition between democracy and authoritarianism in the major modern western countries; compare their political systems.
- A-6 Be able to trace back the development process of democratic thoughts in modern China; compare the similarities and differences between various democratic thoughts in modern China.
- A-7 Know about the transformation process of China from an authoritarian to a democratic republic; discuss about the significance of the development of democratic politics in modern China.
- A-8 Recognise the process of exploring modernisation in China; understand the social change in modern China.
- A-9 Understand the process of exploring modernisation in major eastern countries; understand the social development models of different countries.
- A-10 Be able to comment on important figures of times from multi-perspectives; inquire about the relationship between these figures and the development of the society.

Learning domain B: Cultural inheritance and innovation

- B-1 Recognise that the world heritage is a common wealth of all mankind; develop the civic responsibility for conservation and succession of culture.
- B-2 Understand the cultural characteristics and the causes of its formation in China and different regions of the world; know about the importance of respecting cultural differences in the construction of a harmonious society.
- B-3 Know about the characteristics and spirit of cultural industry; develop a sense of cultural innovation.
- B-4 Be able to use various tourist information to design cultural tourist routes; be able to appreciate various types of cultures and arts from different cultural perspectives.
- B-5 Be able to analyse the impacts of foreign cultures on Macao from various perspectives; understand the importance of cultural integration in the sustainable development of a society.
- B-6 Be able to reflect on human behaviours of conservation, transmission and innovation of cultures in the context of facing the adaptation to environment and social change.

Learning domain C: Sustainable development

- C-1 Master the connotation of sustainable development.
- C-2 Understand that sustainable development is an essential choice for humans; gradually establish an environmental awareness, global awareness and a sense of participation.
- C-3 Under the trend of globalisation, understand the causes and impact of the major issues resulting from changes in the global environment and regions.
- C-4 Know the limited nature of natural resources; investigate how the excessive use of resources affect the sustainable development of economy, society and environment; understand the importance of the rational use and conservation of resources.
- C-5 Be able to take a certain region as an example, according to its development process, illustrate the contradictory relationship between economic, social and environmental development; know about the various response measures.
- C-6 Explore methods that humans use to fight against natural disasters; suggest effective preventive and mitigation measures based on the characteristics of the disasters in Macao.
- C-7 Suggest strategies for sustainable development in accordance with Macao's social, economic and environmental development under the influence of globalisation.
- C-8 Understand the importance of human economic development, at the same time cherish the beauty of the natural environment, respect the right to life of non-human species, protect the natural environment, and promote sustainable development.

Learning domain D: Regional linkages

- D-1 Explain the advantages of early modern western transformation; analyse how it led to the geographic and economic expansion in the western countries.
- D-2 Explain the impact of the expansion of power in modern western countries in the eastern countries; compare the response of China and other major eastern countries to the western expansion.
- D-3 Illustrate the important changes that science and technology brought to human society; explore the impact of the Industrial Revolution on the development of the world market.
- D-4 Explore the modern international relations; understand the changes from confrontation to cooperation between countries and then stride towards mutual development; reflect on the importance of constructing a harmonious society.
- D-5 Know about the trend of development of regionalisation in the modern world economy; discuss the problems occurred in the process of economic globalisation.
- D-6 Analyse the achievements and constraints of contemporary international cooperation; evaluate the attempts made by organisations such as the UN to solve international problems.

- D-7 In the context of globalisation, explore the main factors affecting the regional or urban development.
- D-8 Judge the advantages and disadvantages of the development of a certain region; explore how different regions complement each other's strengths and the direction of joint development.
- D-9 Illustrate the change of urban-rural relations during the process of urbanisation; know the causes of problems brought by urbanisation and their solutions.
- D-10 Understand the difficulties of global economic development and the response policies in different countries; explore the impact of different national policies on national and global economy and politics.

Learning domain E: Local exploration

- E-1 Raise questions about the past development or current situation of Macao; write an outline for a research.
- E-2 Collect information related to the changes of Macao's history, culture or landform; collate the information with appropriate methods and present it in an organised manner.
- E-3 Realise the diversity of natural and humanistic environment in Macao; concern about the development of Macao from a global perspective; develop attitudes of appreciation, tolerance, conservation and serving Macao's society; provide plans or suggestions for issues related the development of Macao.