

SUBJECT PLAN OF HISTORY (2020-2021)

1. Subject objectives

- 1.1 To enable students to acquire knowledge and develop understanding of the basic historical concepts, such as cause and effect, change and continuity, similarity and difference;
- 1.2 To enhance students' historical skills to differentiate between facts and opinions and detect bias, unstated assumptions and unwarranted claims and to present logical and coherent arguments supported by rational selection of historical data;
- 1.3 To help students to understand that historical conclusions are liable to reassessment and to respect and tolerate different opinions expressed.

2. Present Development

2.1 Our Strengths

- 2.1.1 Most learners are well-disciplined and can be geared to work hard.
- 2.1.2 Stable teaching staff with professional training.

2.2 Our Weaknesses

- 2.2.1 Most learners show strong reliance on teachers.
- 2.2.2 There are wide gaps between high and low achievers.
- 2.2.3 Fluctuation of students in terms of their academic ability is serious in different academic years.
- 2.2.4 Low English proficiency of the current NSS1 students poses challenges for EMI teaching and learning.
- 2.2.5 Weak foundation of History-specific concepts and History language in academic writing as a result of the insufficient training in F1 and F2.
- 2.2.6 It is difficult to organize visits due to the problem of insufficient manpower.
- 2.2.7 Wide scope and more current issues are covered in the NSS curriculum. Strong awareness of the links between local history and global affairs is required.

2.3 Our Opportunities

- 2.3.1 EMI policy in junior form may better equip our students with higher English proficiency.
- 2.3.2 Better support from the publishers.
- 2.3.3 A lump sum of money is allocated by the school authority to employ teaching assistant and buy necessary teaching resources.

2.4 Our Threats

- 2.4.1 New arrangement for NSS1 may affect the attitude of students as some of them may be reluctant to take 3 electives.
- 2.4.2 Students tend to choose some practical subjects, like Chemistry, Physics and Economics. Only a few of them are willing to take History as their first choice.
- 2.4.3 The merging of the elective parts into the core topics is still a challenge of this year, especially the topic of local heritage.
- 2.4.4 Increasing level of difficulties in HKDSE History examination.

3. Major concerns in the current year

- 3.1 Collaborating with other social subject teachers to refine junior form GS curriculum (*School Plan 2020-21 strategy 1.1*).
- 3.2 Helping students to learn History in English (*School Plan 2020-21 strategy 1.1*).
- 3.3 Helping NSS students to handle the HKDSE assessment requirements (*School Plan 2020-21*).

strategy 1.1).

- 3.4 Encouraging students' self-directed learning through E-learning platform (*School Plan 2020-21 strategy 3.1, 3.2*).
- 3.5 Follow up suggestions stated in the Focus Inspection report (2016-17) by the Education Bureau.

4. Strategies

4.1 Collaborating with other social subject teachers to refine junior form GS curriculum (*School Plan 2020-21 strategy 1.1*)

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
4.1.1	History of Hong Kong and China are fine-tuned in F.1-2 GS curriculum Following the advices in the Focus Inspection report 2016-17 to modify elements of History in F.1-2 GS curriculum	Sep 20 Jul 21	Teachers' evaluation Students' responses & performance in the examinations	GS subject teachers have positive feedback Students' performances in both formative and summative assessments	WKM & GS Panel members	Teaching Assistant
4.1.2	Refining GS component in F.3 ➤ Global socio-political system: international politics	May 21 Jun 21	Teachers' evaluation Students' responses & performance in the examinations	Subject teacher has positive feedback Students' performances in both formative and summative assessments	WKM	Teaching Assistant

4.2 Helping students to learn History in English (*School Plan 2020-21 strategy 1.1*)

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
4.2.1	Exposure to English in F.3 ➤ Vocabulary and useful phrases in answering questions should be emphasized	Sep 20 Apr 21	Teachers' evaluation Students' response & performance in dictation & exam Teachers' evaluation statistics by students	Subject teacher has positive feedback Students' progressive improvement in performance & response Students find it efficient and effective to use English in learning.	WKM	Teachers' evaluation statistics
4.2.2	Consolidation in NSS 1 ➤ Simple English & simpler exercises are used at the beginning. ➤ Note taking is highly encouraged. ➤ Step-by-step essay writing exercise is used	Sep 20 Jun 21	Teachers' evaluation Students' response & performance in the examination Teachers' evaluation statistics by students	Subject teacher has positive feedback Students' progressive improvement in performance & response	WKM	Teaching Assistant Teachers' evaluation statistics Public

			Public examination results Value-added index	Students find it efficient and effective to use English in learning.		exam statistics
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4.3 Helping NSS students to handle the HKDSE assessment requirements (*School Plan 2020-21 strategy 1.1*)

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
4.3.1	Sample scripts discussion & scoring exercises	Sep 20 Jun 21	Teachers' evaluation Students' response & performance in the examination Teachers' evaluation statistics by students Public examination results Value-added index	Students' progressive improvement in performance & response Students are more familiar with the marking criteria. Subject teacher has positive feedback	WKM	HKDSE Sample scripts Teachers' evaluation statistics Public exam statistics
4.3.2	Sharing lessons: Successful ex-students will be invited to share their study strategies and examination techniques	Sep 20 Oct 21	Students' response	Positive feedback of students	WKM	Ex-students
4.3.3	Remedial lessons after school and extra exercises for lower achievers	Sep 20 Jun 21	Teachers' evaluation Students' response & performance in the examination Teachers' evaluation statistics by students Public examination results Value-added index	Students' progressive improvement in performance & response Subject teacher has positive feedback	WKM	Teaching Assistant Teachers' evaluation statistics Public exam statistics
4.3.4	Advance training on complicated argumentation for higher achievers	Sep 20 Jun 21	Teachers' evaluation Students' response & performance in the examination Teachers' evaluation statistics by students Public examination results Value-added index	Students' progressive improvement in performance & response Subject teacher has positive feedback	WKM	Teaching Assistant Teachers' evaluation statistics Public exam statistics
4.3.5	Teacher's professional training:	Sep 20 	Teachers' evaluation	Subject teacher has positive feedback	WKM	EDB and HKEAA

	<ul style="list-style-type: none"> ➤ To participate in EDB and HKEAA training workshops ➤ To participate in professional development activities with other schools and various seminars and workshops arranged by school. 	Aug 21				training workshop and TKP professional development activities
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4.4 Encouraging students' self-directed learning through E-learning platform (*School Plan 2020-21 strategy 3.1, 3.2*)

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
4.4.1	Promoting self-directed learning & catering learners' diversity by: <ul style="list-style-type: none"> ➤ Enriching learning resources bank in e-classroom ➤ Exploring more functions of some existing learning apps. ➤ More group work or pair work. 	Sep 20 Aug 21	Teachers' evaluation Students' response & performance in the examination Teachers' evaluation statistics by students	Subject teacher has positive feedback Students' progressive improvement in performance & response	WKM	E-classroom Google classroom Learning apps: <ul style="list-style-type: none"> ➤ Kahoot ➤ Schoology ➤ Plicker IT technicians' support Teaching Assistant

4.5 Follow up suggestions stated in the Focus Inspection report (2016-17) by the Education Bureau.

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
4.5.1	Collaborations with other subjects need to be strengthened on curriculum mapping in providing concrete knowledge foundation for students.	Sep 20 Jul 21	Teachers' evaluation	Subject teacher has positive feedback	WKM & PSHE Panel members	-
4.5.2	Project learning can be used to encourage students' exploration of the important historical events.	Sep 20 Jul 21	Teachers' evaluation Students' responses & performance in the examinations	Subject teacher has positive feedback Students' progressive improvement in performance & response	WKM & PSHE Panel members	Teaching Assistant
4.5.3	More external activities to unleash students' potentials. Coordination with relevant subject in designing the co-curricular activities.	Sep 20 Jul 21	Teachers' evaluation Students' responses & performance in the examinations	Subject teacher has positive feedback Students' performances in both formative and summative	WKM & PSHE Panel members	Teaching Assistant

				assessments		
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5. Mode of Assessment

The assessment system is based on the following 2 forms:

Summative assessment – Form Test and examination

Summative assessment refers to the test and examination which used to assess and summarize the development of learners at a particular time. They may also be used for diagnostic assessment to identify any weaknesses of students. Generally, tests are scheduled one month before.

Formative assessment - Take-home assessment (homework assignment)

Formative assessment is characterized as assessment for learning by looking at how the learners performed. Take-home assessment (written and e-assignment) is assigned to help students taking charge of their own learning opportunities and to identify subject areas that require more attention as well as extending the time available for both practice and investigative learning.

The weighting of marks is shown as follows.

Forms	Daily Assessment	1 st Examination	2 nd Examination
Form 3	30%	70%	70%
Form 4	30% - 40%	60% -70%	60% -70%
Form 5	30% - 40%	60% -70%	60% -70%
Form 6	30% - 40%	60% -70%	60% -70%

6. Organization of the History Panel:

Overall coordinator: Wong Kwai Mui

Form	Form coordinators
3	Wong Kwai Mui
4	Wong Kwai Mui
5	Wong Kwai Mui
6	Wong Kwai Mui

7. Budget:

	Photocopy	Stencil	Library reference	Others
2020-2021	\$1070.00	\$100.00	\$600.00	\$720.00