

**Yan Oi Tong Tin Ka Ping Secondary School**  
**F.5 History Teaching Schedule, 2020-2021**

Textbook: Ho Wai Kin, Liu Yik Ling, *New Century World History, Introduction and Theme A, Modernization and Transformation in the 20<sup>th</sup>-century Asia, Volume I & II* (2019 Ed)

Teacher: Wong Kwai Mui

Lessons per cycle: 6

**Theme A Modernization and Transformation of Twentieth-Century Asia**

Cycle	Lesson	Date	Topic	Content Focus	Teaching Points①	Assignments	Values & Attitudes②	Study Skill ③	Remarks
1-4	24	2/9-9/10	<b>Modernization and transformation of China</b>	1. Early attempts in modernization - reforms and revolution	<ul style="list-style-type: none"> <li>➤ The Late Qing Reforms</li> <li>➤ The 1911 revolution</li> <li>➤ The May Fourth Movement</li> <li>➤ Attempts at modernisation by the Nanjing government</li> <li>➤ The communist revolution and the establishment of the PRC</li> </ul>	<p><i>Group Discussion:</i></p> <p>1. (a) What were the objectives of Cixi in initiating the Late Qing Reforms? (b) Explain how the Qing government achieved these objectives in its reform programmes.</p> <p>2. To what extent did the Nanjing government succeed in modernizing China in the period 1927-1937?</p> <p><i>Essay Writing:</i></p> <p>Compare the significance of the 1911 Revolution and the May Fourth Movement in the light of China's transformation into a modern nation</p>	<ul style="list-style-type: none"> <li>➤ Solidarity</li> <li>➤ Patriotism</li> <li>➤ sustainability</li> <li>➤ responsibilities</li> <li>➤ care and concern</li> <li>➤ justice</li> <li>➤ respect for the rule of law</li> <li>➤ participation</li> <li>➤ democracy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Language &amp; argument</li> <li>➤ Nature / feature / characteristic</li> </ul>	Test (1)

5-9	30	12/10-25/11		<p>2. 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"> <li>➤ The institutional set-up and the transition from New Democracy to socialism</li> <li>➤ Attempts at modernisation in the Maoist period</li> <li>➤ The “Cultural Revolution” and its impact on Chinese modernisation</li> <li>➤ Reform and opening-up since 1978</li> </ul>	<p><i>Group Discussion:</i></p> <ol style="list-style-type: none"> <li>1. (a) What were the problems faced by the newly established People’s Republic of China? (b) How did Mao Zedong try to solve these problems in the period from 1949 to 1976?</li> <li>2. (a) What are the main goals of Deng Xiaoping’s ‘building socialism with Chinese characteristics’? (b) In what ways did Deng Xiaoping achieve these goals?</li> </ol> <p><i>Essay Writing:</i></p> <ol style="list-style-type: none"> <li>1. Describe and explain the difference between Deng Xiaoping and Mao Zedong in building socialism in China.</li> </ol>	<ul style="list-style-type: none"> <li>➤ Solidarity</li> <li>➤ Patriotism</li> <li>➤ sustainability</li> <li>➤ responsibilities</li> <li>➤ care and concern</li> <li>➤ justice</li> <li>➤ plurality</li> <li>➤ interdependence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Turning point</li> <li>➤ Language &amp; argument</li> <li>➤ Compare / Contrast / Compare &amp; Contrast</li> </ul>	Test (2)
10-13	24	26/11-20/1	<b>Modernisation and transformation of Hong Kong</b>	<p>1. Political and institutional changes</p>	<ul style="list-style-type: none"> <li>➤ main trends of development</li> <li>➤ characteristics of different stages of development</li> </ul>	<p><i>Group Discussion:</i></p> <ol style="list-style-type: none"> <li>1. (a) To what extent did the Hong Kong government represent the Hong Kong people in the first half of the 20<sup>th</sup> century? (b) ‘By 1997, the Hong Kong government greatly represented the people of Hong Kong.’ Comment on the validity of this statement.</li> </ol> <p><i>Essay Writing:</i></p> <ol style="list-style-type: none"> <li>1. (a) What were the main features of British rule in Hong Kong during the first half of</li> </ol>	<ul style="list-style-type: none"> <li>➤ respect for the rule of law</li> <li>➤ participation</li> <li>➤ human rights</li> <li>➤ responsibilities</li> <li>➤ democracy</li> <li>➤ justice</li> </ul>	<ul style="list-style-type: none"> <li>➤ Primarily</li> <li>➤ Rather than</li> <li>➤ Most / more</li> <li>➤ Infer</li> </ul>	Test (3)

						the 20 <sup>th</sup> century? (b) Did these features persist up to 1997? Explain your answer.			
14	2	21/1	<b>Revision</b>						
<b>The 1<sup>st</sup> Examination (22/1-4/2)</b>									
14	4	19/2-25/2	<b>Issue of the 1<sup>st</sup> Exam Paper</b>						
15-18	24	26/2-14/4	<b>Modernisation and transformation of Hong Kong</b>	2. Development as an international city	<ul style="list-style-type: none"> <li>➤ Economic development, urbanisation and population changes</li> <li>➤ The coexistence and interaction of Chinese and foreign cultures</li> <li>➤ Relationship with the mainland and its role in the Asia-Pacific Rim</li> </ul>	<p><i>Group Discussion:</i></p> <p>1. (a) Identify the major economic development in Hong Kong since the end of World War II.</p> <p>(b) Explain how those economic development affected the process of urbanization in Hong Kong.</p> <p><i>Group Presentation:</i></p> <p>The coexistence and interaction of local and foreign culture in Hong Kong in the 20<sup>th</sup> century.</p> <p><i>Essay Writing:</i></p> <p>1. (a) What were the main characteristics of Hong Kong economic development in the first half of the 20<sup>th</sup> century?</p> <p>(b) Were those characteristics sustained into the 1960s? Explain your answer.</p> <p>2. Analyze Hong Kong's links with the</p>	<ul style="list-style-type: none"> <li>➤ respect for quality and excellence</li> <li>➤ sustainability</li> <li>➤ care and concern</li> <li>➤ sense of belonging</li> <li>➤ plurality</li> <li>➤ open-mindedness</li> <li>➤ interdependence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Trace &amp; explain</li> <li>➤ Primarily</li> <li>➤ Rather than</li> <li>➤ Most / more</li> </ul>	Test (4)

						mainland and its role in the Asia-Pacific Rim in the 20 <sup>th</sup> century.			
19-22	24	15/4-18/5	<b>Modernisation and transformation of Japan and Southeast Asia</b>	1. Japan	<ul style="list-style-type: none"> <li>➤ Modernisation in the early 20th century                             <ul style="list-style-type: none"> <li>- overview of political, social, economic and cultural conditions in the early 20th century</li> <li>- the rise of militarism and its consequences</li> </ul> </li> <li>➤ Reconstruction and growth after WWII</li> <li>➤ Relations with other Asian countries</li> </ul>	<p><i>Group Discussion:</i></p> <ol style="list-style-type: none"> <li>1. (a) Describe the main features of Japanese militarism in the 1930s.</li> <li>(b) What were the positive and negative effects of militarism in Japan? Explain your answer with reference to the period 1920-1945?</li> <li>2. (a) Describe the development of Sino-Japanese relationship during the period of 1950-1990.</li> <li>(b) How did the Japanese government attempt to improve her relations with other Asian countries in the post Second World War period?</li> </ol> <p><i>Essay Writing:</i></p> <ol style="list-style-type: none"> <li>1. To what extent was the Supreme Commander Allied Powers (SCAP) responsible for Japan's rapid economic growth in the post-Second World War period?</li> <li>2. (a) Discuss the economic problems faced by Japan in the post-Second World period.</li> <li>(b) How did Japan attempt to solve such problems? Explain your answer with</li> </ol>	<ul style="list-style-type: none"> <li>➤ Patriotism</li> <li>➤ rights and responsibilities</li> <li>➤ commitment</li> <li>➤ Social harmony</li> <li>➤ National identity</li> <li>➤ Respect for self</li> <li>➤ Respect for others</li> <li>➤ Empathy</li> <li>➤ Rationality</li> <li>➤ Plurality</li> <li>➤ Culture and civilization heritage</li> <li>➤ Respect for different way of life</li> <li>➤ Adapting to changes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Change &amp; continuity</li> <li>➤ Primarily</li> <li>➤ Rather than</li> <li>➤ Most / more</li> </ul>	Test (5)

						reference to relevant examples.			
23-24	12 + 6	20/5-4/6 + summer supplementary lessons		2. Southeast Asia: from colonies to independent countries	<ul style="list-style-type: none"> <li>➤ Legacy of Western colonialism</li> <li>➤ Reasons for decolonization and struggles for independence</li> <li>➤ Post-colonial developments and the evolution of ASEAN</li> </ul>	<p><i>Essay Writing:</i></p> <ol style="list-style-type: none"> <li>1. To what extent was the decolonization of Southeast Asia caused by internal factors?</li> <li>2. In what ways did the ASEAN help to promote regional cooperation from 1967 onwards?</li> </ol>	<ul style="list-style-type: none"> <li>➤ rights and responsibilities</li> <li>➤ commitment</li> <li>➤ Social harmony</li> <li>➤ National identity</li> <li>➤ Self-determination</li> <li>➤ Respect for self</li> <li>➤ Respect for others</li> <li>➤ Empathy</li> <li>➤ Rationality</li> <li>➤ Inter-dependence</li> <li>➤ Open-mindedness</li> <li>➤ Plurality</li> <li>➤ Adapting to changes</li> <li>➤ Cooperation</li> <li>➤ Moral consideration</li> <li>➤ betterment of humankind</li> </ul>	<ul style="list-style-type: none"> <li>➤ Trace &amp; explain</li> <li>➤ Primarily</li> <li>➤ Rather than</li> <li>➤ Most / more</li> </ul>	Test (6)

25		7/6-8/6	<b>Study Break</b>						
<b>The 2<sup>nd</sup> Examination (9/6-28/6)</b>									
	2	29/6-2/7	<b>Issue of the 2<sup>nd</sup> Exam Paper</b>						

### Remarks

- ① Students are expected to acquire knowledge and develop understanding of:
- basic historical concepts, such as cause and effect, change and continuity, and similarities and differences;
  - diverse standpoints and perspectives inherent in different ways of representing and interpreting the past;
  - the beliefs, experiences and behaviours of their own nation as well as of other nations, and the ways in which they have shaped the development of the contemporary world;
  - the inter-relations of major events and movements that have occurred in the local community, the nation, Asia and the world in the 20th century; and
  - the major historical developments and trends that have shaped the contemporary world.
- ② Students are expected to cultivate positive values and attitudes that will enable them to:
- appreciate the difficulties and challenges that humankind faced in the past, and to understand the attitudes and values that influence human behaviour;
  - tolerate and respect different opinions, and to recognize the fact that although different communities have different experiences and beliefs, there are values and ideals that are commonly shared by all humankind;
  - develop and maintain an inquisitive attitude towards human culture; and
  - become responsible citizens with a sense of national identity and a global perspective
- ③ Students are expected to master skills which will enable them to:
- distinguish fact from opinion; detect biased viewpoints, ambiguous assumptions and unsubstantiated arguments; and build up proper historical perspectives;
  - compare and interpret historical data; arrive at reasoned conclusions based on available evidence; and recognize the fact that history is subject to reassessment based on the interpretation of new evidence ;
  - ascertain and explain the extent to which historical documents and archives reflect contemporary attitudes, values and passions;
  - present logical and coherent arguments through the proper selection and organization of historical data;

- (e) search for, select, analyze and synthesize information through various means, including the Internet, and consider various ways of arriving at conclusions and making appraisals; and
- (f) apply historical knowledge and skills in everyday life.