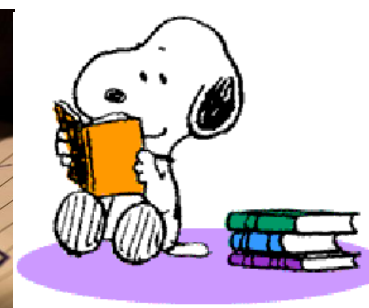




History (HKDSE curriculum)

(March 2023)



Curriculum 課程

The 20th century World: - Europe & Asia

■ Theme A : *Modernization and Transformation in the 20th Century Asia (F.5-6)*

□ Hong Kong

□ China

□ Japan

□ S.E. Asia
Elective topics

Hong Kong

Political ...
Social, Econ & Cult...
+ Relations with China
+ Roles in Pacific Rim

China

Reform & Revolution
Nanjing government
Communist rule

Japan

Modernization
Militarism
Post-war
development

Conflicts

World Wars
Cold War
United Nations

■ Theme B : *Conflicts and Cooperation in the 20th Century World (F.4-5)*

□ Major conflicts and the quest for peace

□ the quest for cooperation and prosperity

Elective topics

Cooperation

Economic (e.g. European Union),
Social (population & environment), Technological

Israeli-Arab relations

Racial conflicts in Balkans

Apartheid in South Africa

Assessment公開試評核

Written examination (100%)

- Paper 1 ([usually 4] data-based questions) 60%, 2 hours
(2021, 2022: 1hr45mins, 3 Qs out of 4)
- Paper 2 (2 essay-type questions [out of 7]) 40%, 1hr30mins

□ *No SBA (school-based assessment)*

■ Sample: Practice papers

■ http://www.hkeaa.edu.hk/en/HKDSE/assessment/subject_information/category_a_subjects/hkdse_subj.html?A2&2&15_17

- *NO Multiple-choice questions, fill in the blanks, matching, proofreading items and 'Fill-in-the-blanks' 'Circling items' DBQs in senior form exams!*
- *No 'frameworks' will be given on the answer sheet!!!*
- *A blank answer book will be given for writing for each paper.*



Hist 第三法則 - 答題技巧 (DBQ)

Hist 呢一科非常之重視框架同埋
你嘅**topic sentence**
點解你有攞足分數？就係因為你
寫錯**topic sentence**同埋冇做好
個框架

框架基本上每一題都係有三樣嘢

1. Topic Sentence

2. Source / Own
Knowledge

3. Elaborations / Inference

3 分題計分就係睇你有冇齊三樣
所以每題 DBQ 都至少三句

Credit: Michael Chan (5* in 2022 DSE)

DBQ Sample: DSE 2021 Paper 1 Q3

The First World War and its peace settlement
Study Sources E and F.

SOURCE E

The following is adapted from the US President Woodrow Wilson's Fourteen Points Speech of 8 January, 1918.

It will be our wish and purpose that the processes of peace shall be absolutely open and that they shall involve no secret understandings. The day of conquest and expansion is gone by; so is also the day of secret agreements entered into in the interest of particular governments and likely at some unexpected moment to upset the peace of the world. It is this happy fact, now clear to the view of everyone whose thoughts do not still stay in an age that is dead and gone, which makes it possible for every nation whose purposes are consistent with justice and the peace of the world to state the objects it has in view.

What we demand in this war, therefore, is nothing unusual to ourselves. It is that the world be made safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others, it will not be done to us. The programme of the world's peace, therefore, is our programme; and that programme, the only possible programme, as we see it, is the Fourteen Points.

SOURCE F

The following is adapted from a British cartoon published in 1919.



Cannot rely on rote learning!!!

Conclude ONE main idea from the Source

- (a) With reference to Source E, identify and explain *one* guiding principle proposed by President Wilson for the peace settlement after the First World War. (3 marks)
- (b) What, in your opinion, is the main message of the cartoon in Source F? Cite *two* clues from Source F to support your answer. (4 marks)
- (c) ‘The peacemakers aimed to seek revenge on Germany rather than international peace at the Paris Peace Conference.’ Do you agree with this statement? Explain your answer with reference to Sources E and F and using your own knowledge. (8 marks)

Explain the cartoon (skills required)

Revenge or international peace? (skills required)
Sources? Knowledge (points you have learnt)

- Questions are tricky sometimes, so you need to learn answering skills and practice more!

- (a) With reference to Source E, identify and explain *one* guiding principle proposed by President Wilson for the peace settlement after the First World War.

[3 marks]

L1 Vague explanation and ineffective use of the Source.

[max. 1]

L2 Clear answer with effective explanation with reference to the Source.

[max. 3]

Guiding principle:

- e.g. - The principle of open diplomacy ('the processes of peace shall be absolutely open and that they shall involve no secret understandings')
- The principle of preserving international peace ('the world be made safe to live in')
 - The principle of justice ('be assured of justice and fair dealing by the other peoples of the world')

- (b) What, in your opinion, is the main message of the cartoon in Source F? Cite *two* clues from Source F to support your answer.

[4 marks]

L1 Vague explanation and ineffective use of relevant clues in the Source.

[max. 2]

L2 Clear answer with effective use of relevant clues in the Source.

[max. 4]

Main message:

- e.g. - The Allies pushed Germany to the brink of danger at the Paris Peace Conference.

Clues:

- e.g. - The caption 'THE FINISHING TOUCH' implies the Allies' threat to Germany.
- The hand representing the Allies is going to push the timid figure, representing Germany, off the 'Peace Discussions' diving board into the sea.
 - The man, representing Germany, displayed a facial expression of fear.

Marking Scheme

- (c) 'The peacemakers aimed to seek revenge on Germany rather than international peace at the Paris Peace Conference.' Do you agree with this statement? Explain your answer with reference to Sources E and F and using your own knowledge. [8 marks]

- L1 Vague answer, ineffective in using both the Sources and own knowledge. [max. 2]
- L2 Lack in balance, effective in using *either* the Sources *or* own knowledge only. [max. 4]
- L3 Sound and balanced answer, effective in using *both* the Sources *and* own knowledge. [max. 8]

To seek revenge on Germany:

- e.g. - Germany was not represented at the Paris Peace Conference, as against the principle of open diplomacy in Wilson's Fourteen Points. (Source E and own knowledge)
- The Allies pushed Germany to the brink of danger. (Source F)
 - The peacemakers imposed punitive terms in the Treaty of Versailles including cession of territories, reparations, disarmament and war guilt clause. (own knowledge)

Marking Scheme

To seek international peace:

- e.g. - Wilson's Fourteen Points were tailored for serving as guidelines to restore international peace at the end of the First World War. (Source E)
- The Allies agreed to set up an international organisation for the promotion of international peace after the First World War. (own knowledge)
 - Lloyd George proposed punishing Germany to a limited extent so as to restore trade and balance of power in Europe for achieving international peace. (own knowledge)

a) He was full of hatred towards the settlement of Germany. From Source C, he portrayed Germany as a criminal and was ready to be executed by Britain and France (Clemenceau and Lloyd George) with a guillotine. It conveys that the cartoonist thought Germany was treated too harsh and the victorious powers seemed to put Germany into "death". He was quite sympathetic to Germany and thought the victor's was unreasonable.

Accurate ideas

Use of Sources

3/3.

寫於

b) John Maynard Keynes was dissatisfied with the post-war settlements. First, from Source D. He mentioned many loopholes appeared in the Paris Peace settlements, like "no provisions for the economic rehabilitation" "nothing to stabilize the new states of Europe" etc.. It conveys that he thought the victorious powers had missed many important post-war issues to discuss and he was not happy about that.

Second, from Source D. He mentioned Clemenceau "to crush the economic life of his enemy" and "reparation was their main excursion into the economic field". It conveys that he thought France was too reckless in discussing the settlements, he was not satisfied with Clemenceau's decision.

邊界以外的答案，將不予評閱。

Clear presentations

Answers written in the margin

post-war settlement?
3/3

c) First, from Source C. We can observe that Germany was ready to be executed with a guillotine by the victorious powers, it conveys that the powers were treating Germany too harsh and even putting her to "death". From my own knowledge, Hitler and most of the German people were feeling humiliated after the conference and they were full of hatred towards the victorious powers. That was why the Nazi Party could gain support from the Germans in 1930s after they claimed that they would violate the Treaty of Versailles. They successfully aroused people's resentment and came into power.

Reminder: A "Tick" does not equal to a mark.

Second, from Source D, John Maynard Keynes mentioned ^{that} the victorious powers had missed many issues, like "the economic rehabilitation of Europe", "make the defeated Central Empires into good neighbors etc.". It conveys that the author was worrying about the post-war settlements. From ~~my own knowledge~~ ^{explain the relations}, after the war, Germany had suffered economic hardships. There was a horrible inflation and Weimer Republic, the ruling government, could not solve it ^{quite} properly. With the difficult time living in Germany, the Germans started to lose confidence in Weimer Republic and when the Great Depression began, their emotions were stimulated ^{again} and they started to change their support to the Nazi Party. ^{Nazi Party promoted the recovery of economy.}

寫於邊界以外的答案，將不予評閱

5+/6

Assessment

- Paper 2: Essay-type questions 2 out of 7
40% 1.5 hours
- Some possible question types:
 - 'xxxxxx.' *Do you agree? Explain your answer.*
 - *In what ways* was the year 0000 *a turning point* of xxx history? (e.g. 2021Q7)
 - *Examine how the xxx caused yyy.*
 - *Assess* the significance of xxx relative to other factors which brought about the yyy.
 - *Discuss the roles* the xxx played in yyy. (e.g. 2022Q6)

Examples

■ Asia (Theme A) DSE 2021

Analyse the social, economic and cultural roles played by Hong Kong in the Asia-Pacific Rim in the period 1971-97.

‘Domestic problems were more important than the drive for foreign expansion in leading to the rise of militarism in Japan in the 1930s.’ Do you agree with this statement? Explain your view with reference to Japan’s development in the period 1918-37.

■ Europe (Theme B) DSE 2021

‘The failure of the League of Nations was primarily due to its institutional weaknesses.’ Do you agree with this statement? Explain your view with reference to the historical development in the interwar period.

Examine the impact of the North Atlantic Treaty Organisation and the European Community on the historical development of Europe in the second half of the 20th century.

Real examples (Paper 2) (2022 DSE) (excerpts!)

6). Throughout different periods from 1946-91, the US has become a supporter of Western Europe from 1946 ~ 53, a competitor in rival in 1953 ~ 62 and 1979-85, a peacekeeper in 1963 ~ 79, finally a facilitator of ending the cold war from 1985-1991.

First, the US act as a support from western Europe through economic and military aspect. In economic, The US provided Marshall Plan in 1947 to provide financial aid and loans to all the nations damaged from war, in which western European nations like Britain and France accepted most of the fund so that they can be quickly recovered from war time destruction by rebuilding infrastructure and industry, finally achieving growth of pre-war level under US's support, showing US as supporter.

Also, from military, the US adopted containment policy and actively help to save sovereignty of western European state. For example, in Greek civil war in 1946, the US help Greek government to suppress the opposing communist force, and save Greece's sovereignty as a capitalist regime through military action and providing armaments. Also, during Berlin Blockade in 1948, US also helped to provide daily necessities to West Berlin through air drop by planes. Therefore citizens there can be saved and finally West Berlin is still

■ 2022 DSE Q6

■ (Roles)

□ C (18/25)

□ 5*

□ 4 pages

Skills & knowledge are equally important

揀 Hist 第二法則 串好基本史實年份

基本上要背嘅有三樣

事件名稱 發生年份 大概所發生嘅事

最後就係特別名詞 通常都係

Factors

(Eg Extreme Nationalism, Navel Race)

例如一講到 Bosnian Crisis
你要即刻認知到佢係1908年發生
然後就係 Austria-Hungary
同埋 Serbia 之間爭地。最後係
前者攞到 Bosnia，令到後者嘅
好不滿，係同 Extreme
Nationalism 有關

幾乎每一件重要嘅事自己都要嘅十
秒之內咁樣 Load 到

**Facts are
important**



你掌握到的話

咁你嘅 Cartoon 見到啲兩個國
家人樣打緊交

又或者見到啲 Article 嘅年份
係 1908-09 又有 Extreme
Nationalism 啲關鍵字

咁你咪可以好快認知道個

Source 係講緊呢一件事

咁你就有優勢因為快過人之餘

題目問嘅嘢可能都會用到你背咗嘅
史實同埋影響

China Timeline (1861-1977)

- Internal affairs
- Self-strengthening Movement
- Hundred Day's Reform
- Boxer Uprising
- Mutual Protection Pact of the Southeastern Provinces
- Setting up the Ministry of Foreign Affairs
- Setting up Office of the Revision of Law
- Manzu-Han intermarriage v allowed
- Eight-larger used in service exam
- Women foot-binding the f

一次過裝咁多嘢都有方法嘅
咁其實就可以試下寫一張1871到
1914嘅大事表 好似呢個咁
跟住個 Time line 係故仔咁背
最重要係有邏輯 連貫性 自然地
就記得入腦

見到 Dreadnought 就知係
Navel Race
見到 Morocco 就知係 Two
Moroccan Crises 1905
1906，係德國同法國嘅
Colonial Dispute
諗下一戰有冇和平協定 第一下就
要諗到 Hague Conference 有
兩次 1899 1907 但係傾唔掂數
大概就係咁嘅水平

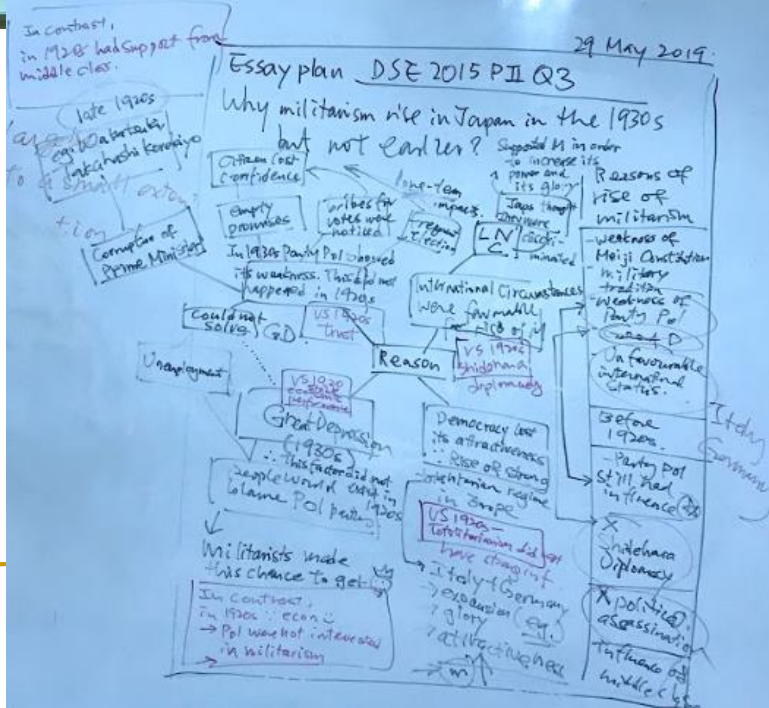
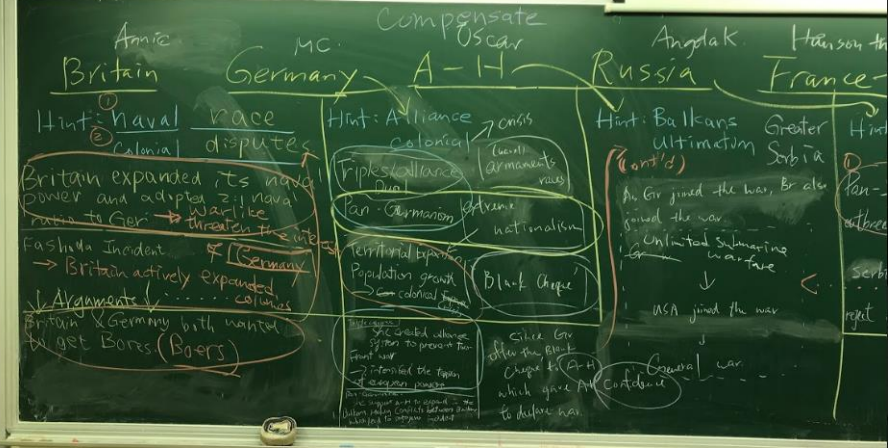
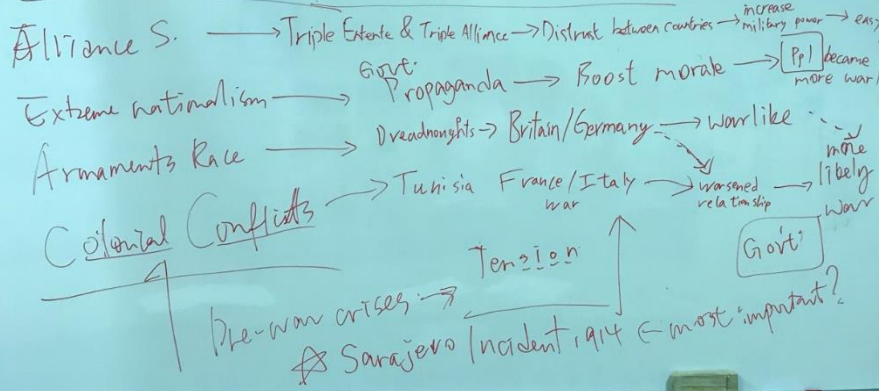
去到高中好似咁樣背好史實係基本
因為前面有嘢畀你執分 一嚟就直接睇資料
但係唔係個個都可以完全睇得明嘅資料
所以裝定啲嘢去考試 專睇有啲關鍵字 年份
就可以快速理解 你需要知道嘅內容

Learning

First World War

most important

Essay Plans



✓ The Hong Kong Police was incompetent
 Refer to Source A, the cartoon showed that Hong Kong police only imposed fine for spitting which charged much more than the normal penalty at that time. However, the police did not stop robbery in the cartoon. This revealed that

Learning (online mode)

docs.google.com/document/d/1apiZ9P5qN5ENdT3X5BleYjw-4_eqSADbLN_ws0fj_G4/edit



2019PIQ4 (a) & (c) ☆ 📁 📄



編輯 查看 插入 格式 工具 外掛程式 說明 上次編輯：2月9日

100% 一般文字 Arial 11 B I U A 🔍 🔗 📷 📄 📋 📌 📍 📎 📏 📐 📑 📔 📕 📖 📗 📙 📚 📛 📜 📝 📞 📟 📠 📡 📢 📣 📤 📥 📦 📧 📨 📩 📪 📫 📬 📭 📮 📯 📰 📱 📲 📳 📴 📵 📶 📷 📸 📹 📺 📻 📼 📽 📾 📿 📠 📡 📢 📣 📤 📥 📦 📧 📨 📩 📪 📫 📬 📭 📮 📯 📰 📱 📲 📳 📴 📵 📶

Each student writes a paragraph, and comments on others' answers.

The message was that Britain and France were too harsh on punishing Germany, from Source G, Germany borned a egg that is smaller than which Britain and France wanted, and then France was pointing at the egg that borned by Germany angrily, which made Germany scared of Britain and France. (4E05) (%, inappropriate conclusion)

The message was that France and Britain were too greedy and harsh on Germany paying the amount of reparations that Germany was not able to afford. (by Vic Wong 4B 26)

The message was that Britain and France treated Germany too harsh. Germany may not afford the reparations. They may get nothing if they continue treating Germany in such harsh way (E13) (Mr. Lee: yes but leave for inference)

The message was that Germany and France were too harsh on germany. It was difficult for Germany to pay those huge amounts of reparations and satisfy their wants. 4c 02

The message was that Britain and France were treating Germany too harsh after the war. It was impossible for Germany to pay such a large amount of reparations and therefore the requirement of Britain and France was unreasonable. 4B18 (both messages are correct)

The message was that Britain and France treated Germany too strict and harsh. Germany could not afford the huge reparations. 4D 14

Learning (online mode)



Wai Kit Lee 張貼了一份新教材 : Class collaboration (DSE 2015 PII Q3)



張貼日期 : 1月22日 (上次編輯時間 : 1月22日)

Why did militarism rise in Japan in the 1930s but not earlier?

Part 1: Please click the link to access the Jamboard.

Part 2: Work in groups



DSE 2015 PII Q3



1/2



設定背景

清除畫面

Why did militarism rise in the 1930s but not earlier?

Type a reason:
Pink = 1920s or
before (SF Lee
Wai Kit)

Li CL: The
weakening of
the party
government

because of
the weakness
of party
government

Great
Depression
(Julie)

There is no global,
decisive economic
crisis to make
Japanese feel
extremely dissatisfied
with the party
government that
making them support
militarist.

Uneducated
guess:
Support from
secret
societies.
(Dennis)

From 1918-1932 eleven
cabinets were
formed, it make the
party government
become
weaknesses. (Angela)

the party
politics in
1920s
(annie)

The party government
couldn't handle the
crisis after 1929's
Great Depression, and
the militarists started
to rise through
promising people to
revive the economy
(Yusuf)

Great
Depression in
1929 (jade)

GD
TT

The rise of Hitler led
to many Japanese
believing that a
dictatorship would
be best for the
country.

Longstanding
military
tradition
(Wendy)

weakness of
the party
politics (Dean)

because the rise of
political parties let
people enjoy more
freedom, those middle
class will found their
own political
parties, more people
met the financial
requirement - so more
people chose political
party to control the
government

The GD happened
1929, causing the
Western powers to
take protectionism
and imposed tariffs
on JPN goods. (ce)

(nikc) Because of the
great depression in
1929, the economy
in Japan had
worsened.

Great
Depression
caused the
worsening of
the economy
in Japan (HPV)

great
depression
1929 derek

London Naval
Conference (Yoyo)

Support

- Assignments
- Highlighted points of textbook

iii. Extension of universal education

The SCAP government extended compulsory education to nine years to require all Japanese children to finish junior secondary education. It also established a tertiary education system, including three-year senior secondary education and four-year undergraduate education or two-year post-secondary education (known as short-term universities or junior colleges). The number of schools continued to increase. Gradually, Japan became one of the countries that had the highest rate of universal education. According to statistics in 1997, the literacy rate of Japanese aged fifteen or above was almost 100%. The average time in school for its citizens was around twelve years. The enrolment rate of senior secondary school was over 90%. Before WWII, Japan only had a few state universities for elite. Many universities were built throughout the country after WWII. In 1997, 48% of the school age teenagers received university education. Between 1963 and 1973, the number of Japanese master's students rose from 3,000 per year to 12,000 per year.

Japan's rapid post-war economic growth enhanced social mobility. As education was seen as a key to raise social status, parents would try their best to send their children to famous schools and put great pressure on them.

modernised!

high degree of social mobility

Admission rate of Japanese students, 1967-1997

	Senior secondary		University		Tertiary institutes	
	Male	Female	Male	Female	Male	Female
1967	75.3	73.7	20.5	4.9	1.6	8.5
1972	86.2	88.2	33.5	9.3	2.2	14.4
1977	92.2	94.0	39.6	12.6	2.3	20.7
1987	92.8	95.0	35.3	13.6	1.8	21.5
1992	93.9	96.2	35.2	17.3	1.8	23.5
1997	94.8	97.0	43.4	26.0	2.3	22.9

Japan's education became more universal between 1967 and 1997. In this period, the percentage of Japanese students attending senior secondary schools, universities and tertiary institutes rose continuously. In 1997, over 90% of students attended senior secondary schools.

Follow-up Question
Identify the changes in Japan's educational development between 1967 and 1997.

increase in no. of ppl in cities

Studying in Universities

- 經驗談：在實際修讀過程中，對歷史知識背景有一定要求的大學學科：
 - 文學院：歷史、與語言相關的學系、文化研究、宗教研究、人類學、哲學、地區研究（如中文大學日本研究、浸會大學歐洲研究）
 - 社會科學院：經濟、政治、新聞傳播（傳理）、社會學
 - 教育學院：專修歷史或語文科系
 - 法律學系（以英文流暢表達及整理大量資料的技巧）
 - 即使就讀商學院，課程集中討論20世紀歐亞的發展，對同學研讀商業案例和分析商業趨勢都有幫助（又例如很多商業雜誌如**The Economist**[經濟學人]都會用過往市場表現作分析...e.g. Economic Depression, Cold War, Oil Crisis, Question of Hong Kong, Linked Exchange Rate...）

■ From a parent:

- 歷史科會訓練佢（學生）整理資料，（用英文）歸納推論，表達立場，有利將來讀大學。甚至讀法律都有幫助。俾張某年代的宣傳（傳）海報，問你點樣從海報理解當時的事件。
- p.s. 「最重要係小朋友自己鍾意」
- 「每一科都需要背誦，亦需要理解。...死記係冇用。同埋人記憶有限，考試時間亦有限，望住條論題腦袋一片空白唔係有可能。」

Exam marks

- ~90% (70+)
 - ~80% (60+)
 - Lower than ~70% (below 55)
-



South China Morning Post

scmp.com

'MTR's post-DSE gift': Hong Kong train fans in first-ride rush on Sha Tin-Central line

做history大概對自己要有咁
樣嘅自信

蓄勢待發

咁你就贏咗一半 🏆



History 第一法則
唔好怯

當你得半個鐘去做一題嘅時候
你有乜重新檢視自己同質疑嘅空間
缺乏自信就會裹足不前 顧此失彼

Topic Sentence 冇錯 即係大方向可以 :
就去馬 直接寫㗎喇

History 第一法則 唔好怯

當你得半個鐘去做一題嘅時候

你有乜重新檢視自己同質疑嘅空間








缺乏自信就會裹足不前 顧此失彼

Topic Sentence 冇錯 即係大方寫。可以 :

就去馬 直接寫㗎喇

Aerodrive: info4s > hist4s

[AeroDrive](#) > [Info4s](#) > [hist4s](#)

Name	Type
	Folder
	Folder
	Folder
	Folder
	Folder
	Folder
 S.1 Uniform Test Past Paper	Folder
 S.1 Videos	Folder
 S.3 Subject selection (22-23)	Folder
 S.3 Uniform Test Past Paper	Folder
 S.4 Uniform Test Past Paper	Folder
 S.5 Uniform Test Past Paper	Folder
 S.6 Uniform Test Past Paper	Folder