

# Humanities

## 1. Introduction

Concepts driven, the humanities curriculum sets itself the task to capture students' curious minds by locating the fundamentals of knowledge through the study of history and geography. The principal job of students is to ask questions, where long-held assumptions are revisited, interrogated and challenged. In order to become critical and creative learners, they need to question the foundation on which man and his environment are based. For that reason, although the humanities curriculum principally addresses history and geography, it will also touch upon areas such as cosmology, earth science, biology, economics, religion, law and government, environmental issues, international relations and so on, as students become more mature and alert to these wider aspects of life. The key concepts and questions contained within the various themes and topics of the subject are therefore intended to provide the foundation for further study in many fields. Relying on this coherent conceptual framework, teachers are free to select and design individual tasks with reference to resources available and student needs.

### 1.1 The study of history and geography

The study of geography is intended to lead students from an understanding of the material foundation on which man is based to an appreciation of spatial phenomena at regional, national, global and universal levels. Through the use of geographical concepts relating to orientation, geographical position, spatial representation, development and environment, students acquire the ability to analyse, classify, explain and record spatial phenomena with increasing sophistication at each level. The themes of the humanities subject will all time engage students to speculate and explore the relationships between man and his environment at different times and places.

The study of history calls genuinely for an international perspective. For example, it looks at the relationship between man and the universe, the origin of species, varying cultures and interactions at different times. In terms of skills to acquire historical knowledge, students will rely on various sources of evidence to put forward their views and arguments, where 'facts' are only a tool for students' questions leading to their reconstruction of the past in a meaningful way. It is their ideas, views, arguments and opinions that really matter in the entire spectrum of learning in the school. For example, students will not only know that mummies existed in Ancient Egypt, but will also ascertain why they existed in the way they presented themselves in the material time and social context. Furthermore, students will have ample opportunity to look at what has changed and what has persisted over time, so as to explore possible reasons behind.

### 1.2 Teaching methods

Based on the belief that knowledge is the fruit of experience and experience is the sensation of the individual, knowledge needs to be built and constructed. This philosophy denotes room in which students are free to explore and substantiate their findings with material they identify.

In principle, the humanities lessons are conducted on the basis of a consensus on classroom rules, co-lesson planning amongst teachers, group learning, equal discursive behaviour, co-learning and co-teaching, inquiry-based learning, critical thinking approaches to learning and so on. On this platform, instructional devices bring about authentic and meaningful learning experiences.

Based on the above philosophy, the traditional role of teachers has completely transformed; they are no longer *the* source of knowledge in the classroom. Rather, they are co-learners and facilitators, co-building knowledge and co-developing skills with students. In the humanities subject, in particular, teachers are necessarily mediators of knowledge in the face of conflicting perspectives through which individuals see things. Open-minded, humanities teachers respect different views and opinions based on sound reasoning. Students' autonomy in knowledge construction is treasured and respected.

### **1.3 Assessment**

Insofar as assessment for learning goes, all students address the conceptual framework and develop the knowledge, skills and attitudes mainly for the issues relevant to humanities. Accordingly, the assessment will stress the acquisition of knowledge via understanding and application of concepts, the grasp and use of skills and, finally, the processing and presentation of information and materials.

On this basis, therefore, a great variety of tasks and activities will be employed to look at the learning outcomes. They include journals/diaries/memoirs/speeches writing, logbooks, exchanges, presentations and/or critiques of information and data, mini-projects, exhibitions, oral presentations, performances such as variety shows, dancing, mimes and drama, demonstrations of findings such as documentaries through school television, posters, broadsheets, papers and essays writing, commentaries and critiques, simulation games designs, role plays and empathy, debates, music composing, songs singing, lyrics writing, tests and examinations and so on. The list is by no means exhaustive.

## **2. Aims and objectives**

Through the study of the humanities subject for S1 – S3, students are expected to:

- communicate and analyse historical and geographical information,
- appreciate their own and others' past and traditions,
- develop an understanding of the ways in which environments change through physical as well as human action,
- develop an understanding of how local changes may affect human lives globally,
- consider a wide range of points of view and detect bias within man,
- develop a sense of curiosity, and power of imagination, and
- locate the very foundations on which mankind is based so as to cultivate critical thinking skills.

### **3. Curriculum: S1 - S3**

#### **3.1 Secondary One**

##### **3.1.1 The universe, space and a brief history of time**

What is the universe? How did it come about? How big is it? What is in it?

How do we know all this?

What are planets and their systems? How many of them are there?

Why and how do they stay in the universe? How do we know all this?

What is time? When did time begin? Why is it related to the universe?

What makes time the way it is? Why do we follow time?

Contending explanations: A religious view or a 'scientific' view – what are these all about?

What is the basis of each of these foundations? What are the effects of each?

Debate: Which one to believe in – the Big Bang or the Genesis?

##### **3.1.2 The solar system and Earth**

At which location is it in the universe? What features this system?

Are there other systems alongside the solar system?

How does the solar system compare with these 'other' systems' then?

What is the composition of the solar system?

Where do we locate the different planets of the solar system?

What are the effects of this solar system on the Earth as it presents itself (geographical knowledge comes in)?

Can comparisons be made amongst the component parts of the solar system?

Is the Earth the only one to have life? On what basis man makes these claims?

Debate: Is earth the centre of the solar system as far as mankind goes?

##### **3.1.3 The origin of species**

What is life and species? When did life begin? What form did life take at the very beginning?

Is there a beginning of life at all? Under what conditions did life begin?

What process did life go through over time? How did life manifest itself?

How do we know all this?

How different are the types of species and life forms?

How do we group them?

What theories are there to explain the origin of life?

What are these theories all about? What explanations are they proposing?

Are these theories convincing to us?

On what basis we make our judgment?

Debate: Which one is more powerful to explain the origin of life – evolutionism or creationism?

##### **3.1.4 Hong Kong and Macau comparative cultural trip**

What is research?

How do we go about research work within study groups?

What is 'data'?

How do we collect data?  
How should we analyze data?  
Why do we need data?  
What is culture?  
What are the similarities and differences between Hong Kong and Macau in cultural terms?  
How do the aspects between the two inform culture and heritage of the two places?  
Are they different, or similar?  
What are the reasons behind?  
Why do we study culture?  
Debate: Is there a superior, better, culture? Can culture be engineered?

## **3.2 Secondary Two**

### **3.2.1 Man, pre-history and history**

What was early man's life like? What was the scope of early man's activities?  
What are the features of early man's life?  
What role did/does the environment play in shaping life?  
How do we know about their life anyway?

What is history? When did history begin? How do we know all this?  
Why do we study history?  
How should we approach history and the humanities?  
Is our approach different from that to science?  
What is similar and what is different? What are the reasons behind?  
Debate: Do we discover or re-construct what happened in the past?

What is society? What is 'state of nature'? What is group? What is politics?  
What are the characteristics and forms of these things?  
How did society and group come about as man evolved over time?  
Have there been any patterns, ways or forms how people got/get together?  
What have been the consequences?  
How did groups interact amongst themselves in the very early days?  
What were these aspects?  
Within a group, did human beings at the early stage think and act differently?

Over time, have there been similarities and differences in group behaviour?  
What have been the possible reasons for change and continuity over time?  
Did groups work or not work?  
Why would groups work or not work?  
Are there agreements and disagreements?  
What are the effects of agreement and disagreement?  
How do we arrive at our conclusions?  
Debate: Does society come before politics or the other around? Are human beings pre-social or pre-political?

### **3.2.2 Civilization and geography**

What do we mean by civilization? When did civilization begin? Are we living in any civilization at the present time?

How did early civilizations make themselves known? How do we know all that?

Why did civilizations come about?

Are there any examples of early civilizations?

What were the shared features and uniqueness of early civilizations?

Has geography had a role to play to support civilizations over time?

Are there examples and evidence to support our arguments?

What was the scope of early civilizations? What is the scope of the current civilization, if there is any?

How did early civilizations compare with one another in the past and with the civilization today?

How have the aspects identified in early civilizations changed and/or continued?

What is the reason for change and continuity?

What are the effects of civilization?

Debate: Is the term civilization positive or negative?

### **3.2.3 War and empire**

What is war? Who is involved in war?

Who is involved in war? When does war begin?

What is the use of war? How does war work?

Why is there war?

Has the character of war changed over time and over space?

What has changed and what has not as far as war goes?

What are the reasons for such change and continuity?

What are the effects of war? Are there any examples?

What is empire?

What empires did/do we have in the world?

How similar were/are they? How different were/are they?

What factors will explain their similarity and difference?

Who were/are involved in empires?

What have been the patterns and aspects of life within empires?

Why have empires been formed? How have they been maintained?

What are the effects of empire?

How do empires in the past compare and contrast with those today?

What has changed and what has continued?

What are the reasons for change and continuity?

How do the effects of empire in the past compare and contrast with those today?

What have changed and what have continued?

What are the reasons for change and continuity?

Debate: Can war and/or empire ever become extinct in the human world?

### 3.2.4 A world of cultures #

What is culture (now revisited after Macau)? What cultures do we have on earth?

What are these cultures about? How do they feature themselves? Are there ways to classify them and if so how? Where are these cultures on the world map?

What are similar and what are different about the world of cultures? How do we identify them?

What are your examples?

What factors (e.g. time, geographic, political, ideas) are there making cultures similar and/or different? What are your examples?

How then might a culture spread and not spread?

What were the possible reasons behind?

What were the effects of a culture that spread and not spread?

Do you like those effects of cultural expansion? Can you explain why and why not?

Are there examples (past or present) to support your arguments?

What makes a culture sustain, or change?

What are the reasons for change and continuity?

Debate: Can culture be invented or created or man-made?

# a special cultural project might be done to address the above key questions, such as:

The China / Hong Kong project

What are the various features of China / Hong Kong (focus on a province or two) in terms of government and politics, the environment and geography, history, culture and heritage, and society and the economy?

What is architecture? What is its relationship with the environment?

What is research?

What are research questions and how to locate them?

What is 'data', and what is an analysis? What is presentation? How may materials be presented?

What is report? How is it written? What are the ingredients?

What is sustainability in terms of economics, the environment, society and culture?

What is idealism and what is materialism? What is the relationship between the two?

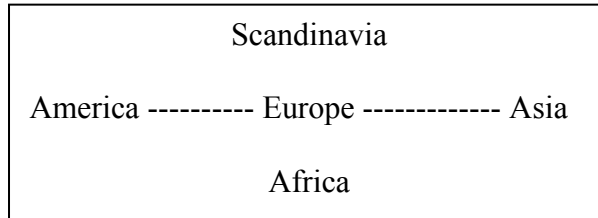
What is the relationship between man and his environment?

Debate: Which one is more capable of explaining the world in which we live – idealism or materialism?

### 3.3 Secondary Three

#### 3.3.1 Change and continuity

So far, what has changed and what has persisted in the world?



What have been the forces of change and the forces of continuity?  
(e.g. from Hegel's idealism to Marx's materialism, agrarianism to mercantilism, industrialism capitalism and communism, from empires to nation states, from the divine right to limited monarchy, the church to rationalism to romanticism, war to peace, individuals to society)

Who have been involved in these notions?

Why did they come about, under what circumstances?

How should these notions be defined, or redefined?

Who were involved in change and continuity?

When did change and continuity take place?

How did change and continuity develop?

Why were there change and continuity?

What were the effects of change and continuity?

What was the scope of these effects?

How were they related to the present day?

What are the aspects that are related?

Who are involved in change and continuity?

Do similarities and differences change and continue over time?

What accounts for such similarities and differences?

What are the effects?

Debate: Is the human world changing for the better?

Which theory is more capable of explaining change – Marslow or Chew?

### **3.3.2 A world of interactions: conflict, order and security**

What is interaction? What is conflict? What is order? What is globalisation?

Who were involved and who were not, and at what time?

Why were there interactions (and non-interactions), conflicts (and harmony) and order (and chaos) in the world?

In what form, shape did they take place?

What is the evidence of them? Why did they appear that way? Are there other ways of expressing them?

Are they part of life? Can they be avoided?

What are the different results of them?

Who are responsible for them?

Debate: Has the world become more secure than it was as Europe expanded?

Who is more responsible for security/non-security?

### **3.3.3 The struggle for cultural mastery in the world and great power status**

What is globalisation? How to define it?

Who are involved in globalisation?

What are the examples and evidence of globalisation?

How does globalisation happen?

Why is globalisation able to develop?

What are the effects of globalisation? Why so?

What is cultural mastery?

Who were and are the cultural masters?

When have they become cultural masters?

How have they become cultural masters?

Why is there cultural mastery?

In what form(s) does cultural mastery take?

What are the effects of cultural mastery?

Has cultural mastery changed over time?

What has changed and what has persisted?

Why are there change and continuity?

What is GPS?

What are qualifications for GPS?

Are there examples of GPS? What are they? Where is the evidence located?

Who is involved in GPS?

When did they become GPS? What are their statuses now?

How does GPS take shape?

Why is there GPS?

In what form(s) does GPS take?



Have the qualifications for GPS changed over time?  
 What are the similarities and differences if there is change?  
 What are the reasons for change and continuity?  
 What are the effects of GPS?

What are the relationships between cultural mastery, globalisation and GPS?  
 How does all this fit in with the wider picture of the evolution of mankind?

Debate: Is globalisation doing more harm than good?  
 Is globalisation a natural phenomenon or is it a man-made activity?  
 Which one is a proper label: cultural mastery or globalisation?  
 Is globalisation an inevitable trend of man of Earth?  
 Is globalisation is more of a Western idea?

*\*This curriculum is meant to be a flexible one and so adjustments to it will be made according to the learning situation of students each year.*

### 3.4 Delivery schedule

Weeks	S1	S2	S3
3 – 9	Universe and time	Man, History and Pre-history	Change and Continuity
11 – 15	Solar System and Earth	Civilization and Geography	A World of Interactions: conflict, order and security
16 – 20			The Struggle for Mastery in the World*
21 – 26	Origin of Life		
27 – 30	HK and Macau Comparative Cultural Trip*	War and Empire	
33 – 36		A world that expanded*	
37 – 39			
40 – 41	Revision	Revision	Revision

*\* Where feasible, a learning trip will be organised by the school as an integral part of the curriculum.*

## **4. Assessing students**

On the premise that students learn meaningfully through student-centred activities, teaching strategies will vary according to different learning situations and knowledge areas, in order to facilitate engagement in research based tasks, presentations, peer-critique and feedback. On the whole, diversified teaching methods are adopted based on instructions, film watching and sharing, critique of information and teachers' exposition. Our assessment mode reflects the teaching and learning process.

### **4.1 Continuous assessment**

Continuous assessment is a criterion-based exercise practised in the school. Accordingly, all areas of students' work will be assessed; individual students' grades will not be measured against one another. All types of work will be assessed in the four main areas: knowledge and understanding, understanding of concepts, application of concepts and finally presentation skills (see Attachments 1, 2 and 3 as examples).

### **4.2 Individual folders and group folder for assessment**

For the modules of each year, students will organise their own folders, one for each module, known as individual folders, where students have to file all handouts, e.g. notes, relevant learning materials (by modules), assignments, module tests, examination papers and marking guidelines etc. Each group is required to prepare a group folder, where each group have to file all group work, e.g. group discussions, presentation power point.

### **4.3 Module projects for assessment**

Each module will give rise to tasks for assessment purposes, such as journal writing, diaries/memoirs writing, speeches writing, logbooks, exchanges, presentations and/or critiques of information and data, mini-projects, exhibitions, oral presentations, performances such as variety shows, dancing, mimes and drama, demonstrations of findings such as documentaries through school television, posters, broadsheets, papers and essays writing, commentaries and critiques, simulation games designs, role plays and empathy, debates, music composing, songs singing, lyrics writing, tests and examinations and so on. The list here is not exhaustive.

### **4.4 Bonus points**

It is possible that other activities will be employed to further motivate student learning. These may include, for example, music composing, lyrics writing, songs singing, debates, drama, forum participation, reflective journals on current affairs and so on. All these activities will attract bonus marks on top of the normal assessment grades.

#### 4.5 Written examination

There will normally be a written examination at the end of the school year. Depending on the subject matters and the learning situation, the department may have its discretion on the weighting of the written examination to reflect the learning situation of students, especially since continuous assessment is in place to monitor students' learning. In any case, the year-end examination should account for not more than 30% of students' work over the entire year.

#### 4.6 Weighting of component parts of continuous assessment and exam

Module folders (Portfolio)	10%
Module projects	60%
Examination	30%

#### 4.7 Assessment criteria

##### 4.7.1 General

Criterion A	Knowledge and understanding	Max 100*
Criterion B	Understanding and application of concepts	Max 100*
Criterion C	Application of skills	Max 100*
Criterion D	Presentation and organization of information	Max 60*

\* these marks will be converted into the school's grade scale,  
i.e. final marks to be awarded = marks obtained above  $\div$  360  $\times$  100

##### 4.7.2 Criterion A:

###### **Knowledge and Understanding**

**Maximum 100**

*Knowledge and understanding are fundamental to studying history, geography and many other humanities disciplines. They can be assessed through a wide variety of tasks mentioned above.*

##### 4.7.3 Criterion B:

###### **Understanding and Application of Concepts**

**Maximum 100**

*Concepts are powerful ideas that have relevance within and across the school-based humanities programme, and students must explore and re-explore these in order to develop understanding. Learners develop their understanding of concepts to increasing levels of sophistication by applying acquired knowledge and skills.*

*Assessment tasks allow students to demonstrate and apply the full extent of their understanding of the concepts specified within, or across, disciplines. It is not intended that any one piece of work will assess all of the humanities concepts (such as time, place and space, change, systems and global awareness). Suggested tasks for assessment above will give students the opportunity to demonstrate the requirements of the highest level descriptor.*

**4.7.4 Criterion C:**  
**Application of skills**

**Maximum 100**

*The development of skills in humanities is critical in enabling the student to undertake research and demonstrate an understanding of knowledge and concepts. Developments in the student's technical, analytical, decision-making and investigative skills will be invaluable in transferring these skills to other subject groups in the junior secondary, and for lifelong learning.*

*Assessment tasks suggested above may give students the opportunity to demonstrate one or more of the skills described in the objectives.*

*Note: Certain elements within each descriptor apply to specific skills. Teachers will use only the relevant elements of the descriptors when assessing different skills.*

**4.7.5 Criterion D:**  
**Organization and presentation**

**Maximum 60**

*Students need to develop the ability to organise and present information and ideas in order to be able to demonstrate their grasp of humanities knowledge, concepts and skills. Teachers will use only the relevant elements of the descriptors when assessing organisation and presentation. Students will be strongly requested to fully acknowledge their sources of their ideas as they produce their work.*

**4.8 Mark ranges for the grades**

Performance Grade	Mark Ranges (%)
A*	80 and above
A	69-79
B	56-68
C	40-55
D <sup>^</sup>	26-39
E	25 and below

<sup>^</sup> Grade D denotes performance not meeting the required standard of the school

## 4.9 Performance descriptors

Achievement:-Grade Criteria	
A*	The student demonstrates a consistent and thorough understanding of the required knowledge and skills and has the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation, where appropriate. The student generally demonstrates originality and insight.
A	The student demonstrates a consistent and thorough knowledge of the required knowledge and skills and has the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and demonstrates originality and insight.
B	The student had a good understanding of the required knowledge and skills and is able to apply them in a normal classroom or homework environment. There is more evidence of skills of analysis, synthesis and evaluation. There is adequate detail in all aspects of work and an occasional originality and insight demonstrated.
C	Although the student has difficulties in some areas, there has been measurable achievement and the student is making effort to overcome the difficulties experienced. The student has some understanding of the required knowledge and skills and is able to apply them with support. There is occasional evidence of skills of analysis, synthesis and evaluation.
D <sup>^</sup>	The student has achieved some limited objectives. It is evident that the student has experienced difficulty in understanding and applying the required knowledge and skills necessary to access subject matter. There is still a gap between the current achievement and the required standards of the school.
E	Certain minimal objectives have been achieved. The student has experienced much difficulty in understanding and applying the required skills and knowledge necessary to access subject matter both at home and in the classroom. There is still a big gap between the current achievement and the required standards of the school.

Notes: ^ Grade D denotes performance not meeting the required standard of the school

## 5. The parent's role at home and homework

In humanities, students are assessed through continuous assessment. Both **effort in project-based learning and the demonstration of organisation of learning** during the lesson time will dominantly count in the assessment.. Class time will be given for designated tasks to get completed, where interactions within groups and amongst students will take place and accordingly duly assessed.

As a consequence, there is strictly speaking not much home work to be done. Students are strongly discouraged to do class work at home, although unavoidably working on projects at home may happen within student groups. As such, home time may be used, for example, to conduct further research by means of the Internet, reading books, sorting out materials and so

on within groups, the members of which may interact with one another using such means as electronic mailing, telephone conversations and so on. This is all understandable. With good time management, students should not feel pressurised to meet deadlines.

The school strongly discourages students meeting together in one of the homes to work on projects. This will pose unnecessary strain on parents. For one thing, there will be sufficient class time for projects to get done. Teachers will apply flexibility where meeting deadline has become a common problem amongst students. It is not uncommon for students to have the habit of rushing through last-minute work and this must be avoided at all costs and at all times. Parents having problem with regard to homework should consult the Humanities teachers.

Law Ting Pong Secondary School  
(S1)  
Humanities  
Module 1: the Universe  
Assessment Plan

Class \_\_\_\_ Group \_\_\_\_ Names 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

**Assessment based on the activities of the module:** A powerpoint presentation for a selected topic

<b>Knowledge and understanding measured by these criteria</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
		<b>(Max 100 marks)</b>			
	Definition of the subject matter as a whole (5 marks)				
	Choice of data from the internet (15 marks)				
	Ideas expressed in own words (25 marks)				
	Ability to present with good examples (15 marks)				
	Reflections ( <i>confidential</i> ) (20 marks)*				
	Module Quiz (20 marks)*				
	<b>Total:</b>				
<b>Application of concepts and understanding measured by these criteria</b>	Approach the subject matter from various angles (10 marks)				
	Being critical (questioning foundations on which things are based) (10 marks)				
	Ideas based on evidence (10 marks)				
	Group's Critique of peer's work (20 marks)				
<b>(Max 100 marks)</b>	New knowledge (10 marks)				
	Handling questions from the floor: Enhanced explanation (20 marks)				
	Handling questions from the floor: Rebuttals (20 marks)				
	<b>Total:</b>				

<b>Skills application measured by these criteria</b>  <b>(Max 100 marks)</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Research Methods (20 marks)				
	Different sources of research (20 marks)				
	Language Skills (e.g. Sp/Punc/Gr) (20 marks)				
	Computer Skills (10 marks)				
	Ideas expressed in own words (10 marks)				
	Skills in interaction promoting learning (20 marks)				
	<b>Total:</b>				
<b>Presentation measured by these criteria</b>  <b>(MAX 60 marks)</b>	Organization of the PowerPoint presentation (8 Marks)				
	Work Allocation (only in presentation) (8 marks)				
	Creativity (6 marks)				
	Entertaining (6 marks)				
	Verbal Clarity (8 marks)*				
	Fluency in delivery (8 marks)*				
	Eye Contact, Body Language (8 marks)*				
	Positioning (8 marks)*				
	<b>Total:</b>				
	<b>Grand Total:</b>				

\* Assessment items based on individual scores

**Bonus Assessment Item(s):**

1. Extra 10% on top of the total marks above in a song/lyrics writing about the module.



**General Comments**

**Comments on the presentation**

**Comments on their performance during Q&A**

Law Ting Pong Secondary School  
S2 Humanities  
Module 1: Man, prehistory and history  
Assessment Plan

Class \_\_\_\_\_ Group \_\_\_\_\_ Names 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_

**Assessment based on the activities of the module below:**

**Task 1 (movie watching – Lord of the Flies and essay writing)**

**Task 2 (making sense of Francesco out of litter bin + Poster drawing + 500 words essay)**

**Task 3 (comparing the natures of humanities and science)**

Knowledge and understanding measured by these criteria (Max 100 marks)		1	2	3	4
	<u>Task 1</u> What is a savage? (5 marks)*				
	<u>Task 1</u> What is society? (5 marks)*				
	<u>Task 1</u> Aspects of a savage society (15 marks)*				
	<u>Task 1</u> What is government? (5 marks)*				
	<u>Task 1</u> What is the 'forms of government? (5 marks)*				
	<u>Task 1</u> How did government come about in a savage society? (15 marks)*				
	<u>Task 3</u> Understanding nature of humanities (10 marks)*				
	<u>Task 3</u> Understanding nature of science (10 marks)*				
	<u>Task 2a</u> Individual Critique (10 marks)*				
<u>Reflections</u> ( <i>confidential</i> ) (20 marks)*					
<b>Total:</b>					

Application of concepts and understanding measured by these criteria		1	2	3	4
<b>(Max 100 marks)</b>	<u>Task 1</u> Reasoning for the choice of the three forms of government for the savage society – i.e. advantages and disadvantages  (10 marks)*				
	<u>Task 1</u> Reasoning for the choice of the form of government based on the characters in ‘The Lord of Flies’  (10 marks)*				
	<u>Task 3</u> Descriptions of the actions  (5 marks)*				
	<u>Task 3</u> Results of the actions  (15 marks)*				
	<u>Task 3</u> Reasons for the results  (20 marks)*				
	<u>Task 3</u> Comparing natures of humanities and science  (20 marks)*				
	<u>Quiz</u>  (5 marks)*				
	<u>Module test</u>  (20 marks)*				
<b>Total:</b>					

Skills application measured by these criteria  (Max 100 marks)			1	2	3	4
	Task 1 and 2b Use of own words and use of language  (5 marks X 2)*	1				
		2b				
	Task 1 and 2b Introduction  (5 marks X 2)*	1				
		2b				
	Task 1 and 2b Content paragraphs  (5 marks X 2)*	1				
		2b				
	Task 1 and 2b Conclusion writing  (5 marks X 2)*	1				
		2b				
	Task 2a Full use of data  (5 marks)					
Task 2a Reasoned argument  (10 marks)						
Task 2a Drawing to bring out aspects of Francesco  (15 marks)						
Task 2a Handling questions from the floor  (10 marks)						
Task 2b Full use of data  (5 marks)*						
Task 2b Reasoned argument  (15 marks)*						
<b>Total:</b>						

Presentation measured by these criteria		1	2	3	4	
<b>(MAX 60 marks)</b>	Task 1 and 2b Spelling, punctuation, grammar (5 marks X 2)*	<b>1a</b>				
		<b>2b</b>				
	Task 2a Overall organization (5 marks)					
	Task 2a Creativity of the presentation (10 marks)					
	Task 2a Overall coherence (5 marks)					
	Task 2a Fluency (5 marks)*					
	Task 2a Managing audience's attention (5 marks)*					
	Task 2a Voice (5 marks)*					
	Task 2a Eye contact (5 marks)*					
	Task 2a Body language (5 marks)*					
	Task 2a Work allocation (5 marks)					
	<b>Total:</b>					
	<b>Bonus (if applicable):</b>					
<b>Grand Total:</b>						

\* Assessment items based on individual scores

**Bonus Assessment Item:**

Extra 10% on top of the total marks above in a song/lyrics writing about the module.

**Comments from teachers:**

Please refer to another sheet

Law Ting Pong Secondary School  
S3 Humanities  
Assessment Plan

Class \_\_\_\_\_ Group \_\_\_\_\_ Names 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

**Assessment based on Power Point Presentation and \* items**

Knowledge and understanding measured by these criteria (Max 100 marks)	Correctness/ Accuracy  (max 8 marks)	Relevance  (max 8 marks)	Adequacy/ examination of various perspectives  (max 8 marks)	Argument with evidence  (max 8 marks)	Ideas presented in own words  (max 8 marks)
	Critique of peers' work  (max 10 marks)	*Half of Uniform Test  (max 50 marks)			<u>Sub total:</u> 1. _____ 2. _____ 3. _____ 4. _____
Application of concepts and understanding measured by these criteria (Max 100 marks)	Time line / sequence of events  (max 10 marks)	Explanation of how your topic affected the extinction and origin of species  (max 10 marks)	Compare and Contrast  (max 10 marks)	Critical judgment  (max 10 marks)	New knowledge formed as a result  (max 10 marks)
	Reflections 1. _____ 2. _____ 3. _____ 4. _____ (max 10 marks)	*Half of Uniform Test  (max 50 marks)	1. _____ 2. _____ 3. _____ 4. _____		<u>Sub total:</u> 1. _____ 2. _____ 3. _____ 4. _____

Skills application measured by these criteria  (Max 100 marks)	Computer skills  (max 20 marks)	Handling questions from peers and teachers  (max 20 marks)	Skills in interaction promoting learning  (max 30 marks)	*EBL – questioning 1. _____ 2. _____ 3. _____ 4. _____ (max 30 marks)	<u>Sub total:</u> 1. _____ 2. _____ 3. _____ 4. _____
Presentation measured by these criteria  (60 marks)	Eye contact and/or body language to get message across  (max 10 marks)	Voice audible enough  (max 5 marks)	Movement of presenters  (max 5 marks)	Work allocation (in presentation only)  (max 10 marks)	Fluency / delivery  (max 5 marks)
	Introduction  (max 5 marks)	Conclusion  (max 5 marks)	Managing audience's attention  (max 5 marks)	Teaching aids to get ideas across  (max 10 marks)	<u>Sub total:</u>
Grand Total: 1. _____ 2. _____ 3. _____ 4. _____					
* assessment items on individual scores, not belonging to the PowerPoint group project					
Extra Assessment Extra 20% on top of the total marks above in a debate on - evolutionism or creationism. Extra 10% on top of the total marks above in a song/lyrics writing about the module.					

**General Comments**