# HISTORY SYLLABUS
## Pre-University
## H2

Implementation starting with
2023 Pre-University One Cohort

Ministry of Education
SINGAPORE

# CONTENTS

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**This syllabus has been reviewed and revised.**

**Changes to the syllabus:**

• On pages 22-23, a statement marked with an asterisk (*) has been inserted.

Significant changes to the syllabus are indicated by grey vertical lines either side of the text.

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# 1. INTRODUCTION

## 1.1 Value of History

History education in Singapore prepares students to thrive as citizens in a fast-changing world by developing their:

a. **identity as Singaporeans**, as they gain an understanding of how Singapore and our communities have evolved over time, and of Singapore's place in the world;
b. **ability to participate actively in a globalised world**, as they learn to make sense of ambiguous and complex global developments, appreciate local contexts and engage with different cultures and societies sensitively; and
c. **critical thinking and ability to make informed judgements in a digital age**, as they inquire into the past and understand the nature of historical knowledge, and analyse multiple perspectives and weigh evidence to construct historical accounts.

### 1.1.1 Qualities of a History Learner

**Figure 1.1a** shows the qualities that the History curriculum aims to develop.
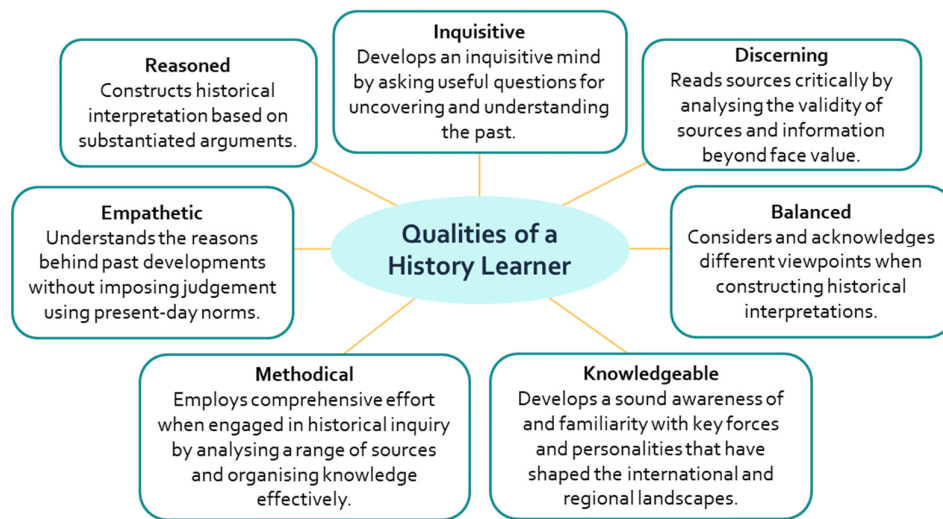


**Figure 1.1a. Qualities of a History learner**

## 1.2 The A-Level History Curriculum

### 1.2.1 Curricular Aims

A-Level History develops students' depth in historical understanding. Disciplinary understanding is the foundation on which new knowledge is built and enables inter-disciplinary thinking. The curriculum focuses on developments and issues that are important for Singapore students to know, preparing them to navigate and respond to these developments as informed, concerned and participatory citizens.

The A-Level History curriculum reflects the value placed on the study of history and the development of the DOE and 21CC by:

- developing the dispositions to be curious about the past and open to multiple perspectives;
- engaging learners in historical inquiry to develop confident, self-directed, critical and reflective thinkers;
- equipping learners with an understanding of historical concepts, methods and processes to make informed judgements of the past and to better understand the present;
- equipping learners with historical knowledge and understanding to develop local, regional and global awareness and cross-cultural skills; and
- enhancing learners' appreciation of the past to develop their sense of identity and cultivate confident, responsible and concerned citizens.

### 1.2.2   Curriculum Shape

The A-Level History Curriculum Shape (see **Figure 1.2a**) encapsulates the key features of the A-Level History syllabuses and guides curriculum implementation. The shape:

- emphasises the importance of developing historical understanding;
- highlights the elements necessary to achieve historical understanding;
- describes the focus of syllabus content; and
- outlines the intended teaching and learning experiences.



**Figure 1.2a. The A-Level History curriculum shape**

**Historical understanding** (core) is the key goal of learning history. It is achieved through the development of **historical thinking** and **historical knowledge** (innermost ring). Historical thinking comprises the disciplinary processes of constructing history, while historical knowledge refers to the substantive knowledge of history.

The development of historical thinking and knowledge is undertaken through the learning of **historical and content concepts** and the acquisition of **historical inquiry and skills** (middle ring). Historical and content concepts provide the conceptual lens for thinking and knowing, while historical inquiry and skills are the disciplinary tools.

The development of these concepts and skills is contextualised in the study of **local, regional and global developments and their interconnections**, and the role of **historical agency** in these developments (outermost ring). The curriculum provides students with sufficient breadth and depth of content to facilitate their development of historical understanding.

## 1.3    Syllabus Aims and Key Learning Outcomes

### 1.3.1   Syllabus Aims

To support the attainment of the curricular aims, the H2 History syllabus encourages students to:

- develop interest in and curiosity about the past;
- deepen historical understanding through
  - acquiring a sound knowledge of local, regional and global developments and their interconnections, the role of historical agency and relevant content concepts
  - applying historical concepts in examining historical issues and events
  - examining different interpretations of historical issues and events
  - using historical inquiry and skills
  - appreciating the nature and variety of historical sources;
- think independently and make informed judgements of historical issues and events;
- communicate balanced and substantiated arguments and judgements on historical issues and events in a clear and well-structured manner;
- develop empathy with people living in diverse places and at different times; and
- enhance their sense of identity and be confident, responsible and concerned citizens.

### 1.3.2 Key Learning Outcomes

The learning outcomes outline the goals that students are expected to attain at the completion of their A-Level History education.

***Knowledge and Understanding***

Students are able to demonstrate their knowledge and understanding of the following:

- **Nature of historical knowledge**. History is constructed from evidence. Interpretations of the past differ based on the questions historians ask about the past and their interpretation of sources.
- **Historical concepts**. These concepts (see **Section 2** for details) problematise the study of historical developments and issues, providing the basis for critical thinking and historical inquiry.
- **Key characteristics of the periods studied**. These include the main individuals, groups, forces, events and ideas that characterised the second half of the 21$^{st}$ century, and their historical contexts.
- **Connections between the past and present.** An appreciation of the relationship between the past and present surfaces trends and patterns that allow for an understanding of present-day developments in context and develop their ability to navigate the future.

***Skills***

Students are able to demonstrate their knowledge and understanding by employing the following skills:

- Asking meaningful questions about the past
- Unpacking the requirements of an inquiry question, including determining the key historical concept(s) relevant to the inquiry and the approach to responding to the inquiry question
- Interpreting and acquiring information and evidence derived from various sources of information in a variety of media to support an inquiry
- Analysing sources as evidence by engaging in sourcing, contextualisation and corroboration
- Identifying and synthesising evidence and multiple perspectives to make informed judgements and construct balanced and persuasive arguments
- Communicating historical interpretations and arguments in a clear and well-structured manner
- Reflecting on the strategies and methods used in historical inquiry

*Values*

In developing historical understanding, students demonstrate 21CC core values as they:

- demonstrate **respect** by showing sensitivity to how people's views and perspectives shape their interpretations of events, issues or developments in any specific time and space, and empathising with people from different social, cultural, economic and political backgrounds;
- demonstrate **resilience** by managing ambiguity and asking useful questions to uncover and understand the past;
- show **integrity** by modifying and adapting their thinking according to multiple sources of information, perspectives and different circumstances, underpinned by sound moral values; and
- value **harmony** by embracing the connections between themselves and the larger community, realising that their actions impact others.

## 1.4    Nurturing the Desired Outcomes of Education Through A-Level History

History education seeks to nurture in students the attributes outlined in the DOE by the time they complete their formal education. Children schooled in the Singapore education system embody the DOE. They should possess:

- a good sense of self-awareness;
- a sound moral compass; and
- the dispositions, skills and knowledge to take on the opportunities and challenges of the future.

They should also be:

- **confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgement, think independently and critically, and communicate effectively;
- **self-directed learners** who take responsibility for their own learning, are curious, reflective, and persevering in the lifelong pursuit of learning, driven by their passion and purpose;
- **active contributors** who are empathetic and open-minded to collaborate effectively in teams, exercise initiative, have courage to take risks responsibly, are innovative, and strive for excellence; and
- **concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation and take active roles in improving the lives of others.

A-Level History nurtures the DOE in students by deepening their understanding of local, regional and global developments, and engaging them in an examination of historical issues through inquiry-based learning experiences.

## 1.5    Developing 21st Century Competencies (21CC) through A-Level History

### 1.5.1   21CC

The Framework for 21st Century Competencies and Student Outcomes ("21CC Framework") shows how Core Values, Social-Emotional Competencies, and Emerging 21st Century Competencies support the realisation of MOE's DOEs (see **Figure 1.5a**). 21CC underpins the holistic education that schools provide to help students thrive in a fast-changing world by equipping them to face challenges and seize new and exciting opportunities.[1]

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[1] For further information on the Framework for 21CC and Student Outcomes and the Learning Goals and Developmental Milestones for Emerging 21CC, please access the MOE 21CC website through the link
https://intranet.moe.gov.sg/21CCO/Pages/21st-Century-Competencies.aspx
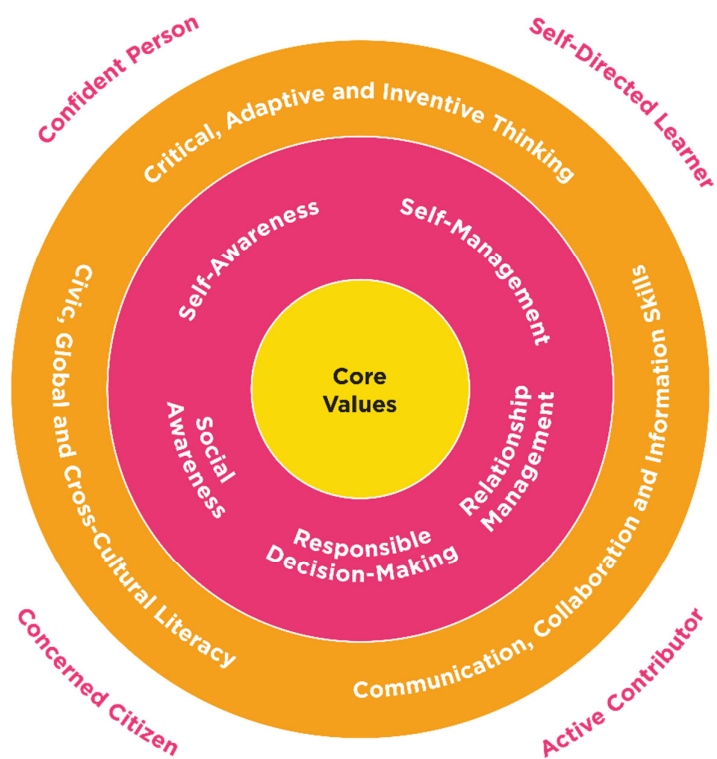
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**Figure 1.5a: MOE 21CC Framework**

# 2. CONTENT

## 2.1 Key Features of the H2 History Syllabus

### 2.1.1 Understanding the Past and Its Connections to the Present

The H2 History syllabus focuses on the key forces and developments that shaped the second half of the 20th Century, providing students with the necessary historical context to understand key contemporary geopolitical and economic shifts. The syllabus comprises two papers that equip students with breadth and depth of knowledge in global, regional and local developments and their interconnections, as well as the agency of diverse historical actors. **Table 2.1a** outlines the themes for the H2 History syllabus.

**Table 2.1a: H2 History papers and themes**

| Paper 1<br>The Changing International Order<br>(1945–2000) | Paper 2<br>Developments in Southeast Asia<br>(Independence–2000) |
|---|---|
| Theme I<br>The Development of the Cold War (1945–1991) | Theme I<br>Forming Nation-States |
| Theme II<br>The Development of the Global Economy (1945–2000) | Theme II<br>Economic Change After Independence |
| Theme III<br>Conflict and Cooperation (1945–2000) | Theme III<br>Regional Conflicts and Cooperation |

Each theme is framed by two inquiry questions to ensure that students develop a comprehensive understanding of key historical issues. The inquiry questions highlight key historical debates to facilitate inquiry-based learning and concurrently develop students' knowledge of historical content and concepts.

Each theme also features a list of content concepts (also known as first-order or substantive concepts). These concepts provide students with organising frames for making sense of historical details and developments. Students also need to understand how these concepts manifest in a particular historical context.[2]

### 2.1.2 Historical Concepts

Historical concepts (also known as second-order or syntactic concepts) provide students with an understanding of how historians work and how historical knowledge is constructed. They form the framework for historical thinking and reveal the problems inherent to the process

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[2] Peter J. Lee, "Putting Principles into Practice: Understanding History", in *How Students Learn: History, Mathematics and Science in the Classroom* (Washington, DC: National Academies Press, 2005), 61–62.

of constructing history.[3] The H2 History syllabus features eight historical concepts: *accounts*, *chronology*, *historical empathy*, *evidence*, *cause and effect*, *change and continuity*, *diversity* and *significance* (see **Table 2.1b**).

**Table 2.1b: Historical concepts in H2 History**

**Accounts**
- Accounts are reconstructions of past events, which reflect the focuses and points of view of their authors (e.g., eyewitnesses, historians). Different accounts of the same event exist because they:
  - may answer different questions about the event;
  - are influenced by the sources available; and/or
  - are subject to their authors' interpretations of the event.
- Students understand that there can be no single or complete account of the past, and are able to ask good questions about the account to uncover the author's focus, point of view and context.

**Chronology**
- Chronology is the listing of events in the order that they occurred. Historians rely on dates and sequences of events to write their accounts of the past.
- Students recognise the importance of developing a sense of period and are able to construct a chronological framework of historical periods to situate new knowledge within its proper historical context.

**Historical Empathy**
- Historical empathy is the disposition of acknowledging and understanding the perspectives of people who lived in the past, as opposed to imposing present-day values and attitudes.
- Students appreciate the value of taking on the perspectives of historical actors and recognise the need to become familiar with the latter's ideas, values, beliefs and attitudes to make sense of past events.

**Evidence**
- Evidence is derived from the interrogation of historical sources and is used by historians to support their interpretations of the past.
- Students are able to engage in sourcing, contextualisation and corroboration to determine the value of sources as evidence, so as to verify, support or substantiate claims made about the past.

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[3] Peter Seixas and Tom Morton, *The Big Six: Historical Thinking Concepts* (Toronto: Nelson Education, 2013), 2–3.

**Cause and Effect**

- Historians examine causation in history to understand the reasons why events happened and why they happened the way they did. Different events in history can have different effects on people, political systems, economies and geography over time.
- Students recognise that there are multiple short- and long-term causes and consequences, and that their interrelationships are complex. There is a need to establish a hierarchy of causes because historical events result from the interplay of the actions of historical actors and the conditions of the time – not all of the causes have equal importance. Likewise, students understand that events can lead to multiple consequences, which may be intended or not.

**Change and Continuity**

- Historians use change and continuity to describe, compare or evaluate developments in societies over time.
- Students understand that change and continuity can exist together, and that change is a process. They understand the need to analyse the varying pace of change and patterns in historical developments, and to identify any turning points. They also understand that periodisation organises their thinking about change and continuity, and the need to use relevant criteria to decide the events and developments that constitute a period of history.

**Diversity**

- Understanding diversity involves recognising that people's experiences throughout history vary according to many factors, including their ethnicity, national loyalty, geographical location, social class, religious affiliation, gender and age.
- Students appreciate the richness and complexity of the past by studying the differences and similarities in the experiences of different groups of people. This broadens students' worldviews and informs their own views of history and their lived experiences.

**Significance**

- Historians assess significance when they determine whether a person or an event, idea or issue had deep consequences and affected people over an extended period of time, even till today. The notion of significance in history goes beyond straightforward considerations of importance or impact.
- Students understand that significance is not a permanent trait of the event, person, idea or issue, but that it is ascribed by historians based on a set of criteria and can be contested.

## 2.2   H2 HISTORY SYLLABUS CONTENT

### 2.2.1   Paper 1: The Changing International Order (1945–2000)

In this paper, students will explore the interactions between historical actors and the Cold War environment, which influenced the development of the international security and economic order in the latter half of the 20th century. The Cold War fundamentally transformed the global economy and international security. Superpower rivalry on a global scale exerted significant influence on new and existing nation-states to produce deep and far-reaching political and economic changes in them. The varied political and economic responses of local and regional actors to superpower rivalry in turn shaped the development of the international order. Even after the end of the Cold War, aspects of this international order continued to loom large as the world adapted to the post-Cold War era. Studying this paper will allow students to appreciate the changes and continuities in the period of study and the legacies of the Cold War and developments in the global order today.

| THEME I | THE DEVELOPMENT OF THE COLD WAR (1945–1991) |
|---|---|
| | How did the Cold War develop? How did the Cold War impact global developments after 1945? |

| OVERVIEW | MAKING CONNECTIONS |
|---|---|
| In this theme, students will study the Cold War which resulted from the USA and USSR emerging as ideologically-opposed superpowers after the Second World War. These tensions, which largely began in Europe, extended to other parts of the world, where it interacted with forces such as nationalism and decolonisation to bring profound changes to domestic politics in these countries, which in turn shaped the development of the Cold War. Furthermore, students will examine how the Cold War order initially defined by bipolarity, developed to feature more complex dynamics with China's rise as a Cold War actor in Asia. | Today's multipolar world is shaped by the legacy of the Cold War. Despite these key shifts in the international order, the Cold War continues to feature as the backdrop for the current state of international affairs. Many present-day challenges to international stability, such as terrorism, civil strife and ongoing wars, were shaped by the Cold War. Cold War worldviews also continue to shape the decision-making of world leaders, particularly those who experienced it. Understanding the Cold War provides students with insights into the key relationships that shape today's evolving world order. |

| CONCEPTS (Students understand:) | CONTENT (Students study:) | LEARNING OUTCOMES (Students are able to:) |
|---|---|---|
| **Historical Concepts**<br>• accounts<br>• chronology<br>• evidence<br>• historical empathy<br>• cause and effect<br>• change and continuity<br>• diversity<br>• significance<br><br>**Content Concepts**<br>• ideology<br>• security<br>• Cold War<br>• alliance<br>• balance of power | **Emergence of the Cold War After the Second World War**<br>• Causes for the emergence of tensions between the USA and USSR<br>• Manifestations of emerging tensions: Yalta and Potsdam conferences, Sovietisation of Eastern Europe, Churchill's Iron Curtain speech, Kennan's Long Telegram, Truman Doctrine and Marshall Plan, Berlin Blockade, NATO and Warsaw Pact<br>• Historical interpretations of the origins of the Cold War: traditional, revisionist, post-revisionist, post-Cold War<br><br>**Manifestations of the Global Cold War**<br>• Korean War (1950–1953)<br>  - China's emergence as a communist power and emerging Cold War tensions in Asia<br>  - outbreak and development of conflict: role of the superpowers, China, North Korea and South Korea<br>  - impact on the Cold War<br>• Vietnam War (1959–1975)<br>  - impact of the First Indochina War on the USA's relations with North and South Vietnam, and developments in the Cold War<br>  - outbreak and development of conflict: role of the superpowers, China, North Vietnam and South Vietnam | • evaluate the causes of the Cold War;<br><br>• evaluate the manifestation of the Cold War conflict across different contexts over time, and its impact on the Cold War; and<br><br>• evaluate the causes of the end of the Cold War. |

|  |  - impact on the Cold War  |  |
|  | • Cuban Missile Crisis (1962) |  |
|  |  - impact of the Cuban Revolution on Cuba's relations with the USA and USSR, and developments in the Cold War |  |
|  |  - outbreak and development of conflict: role of the superpowers and Cuba |  |
|  |  - impact on the Cold War |  |
|  |  |  |
|  | *Questions set will not require candidates to compare the Korean War, the Vietnam War and the Cuban Missile Crisis.* |  |
|  |  |  |
|  | **End of the Cold War** |  |
|  | • The USA's policy of renewed confrontation and containment: USA's role in arms control negotiations, Strategic Defense Initiative programme, Reagan Doctrine |  |
|  | • Decline of the USSR and shifts in Soviet foreign policy: economic problems, Gorbachev's "New Thinking", Sinatra Doctrine |  |
|  | • Eastern European movements and revolutions in the 1980s: Poland and East Germany |  |
|  | • Historical interpretations of the end of the Cold War: Western triumphalist, Soviet initiative and "People Power" debates |  |

<u>**Note: The source-based case study will be set on Theme I and may be centred on any issue arising from the theme. Separate essay questions will NOT be set on this theme.**</u>

| THEME II | THE DEVELOPMENT OF THE GLOBAL ECONOMY (1945–2000) |
|---|---|
| | How did the global economy develop? How did the development of the global economy impact different countries? |

| OVERVIEW | MAKING CONNECTIONS |
|---|---|
| In this theme, students will study the development of the global economy in the post-war period. The global economy experienced unprecedented growth as a result of the unique mix of factors and conditions emerging from a post-war environment. Economic challenges, such as forces of protectionism, accompanied the growth of the global economy and had an increasingly global impact, with diverse outcomes for different countries. Situated within this changing global economy, the East Asian economies of post-war Japan and post-1978 China showcased how countries leveraged global economic changes to chart their own paths to economic development. | Studying the global economy's growth and challenges provides students with the necessary context to understand the key players and global challenges of today's world: trade wars, financial crises and global disparities. Regardless of the shifting economic power between countries and regions, countries recognise the mutually beneficial arrangement of being a part of an interconnected economy. Understanding the history of the global economy's development and the transformative experiences of national economies enables students to appreciate the diverse approaches to achieving economic goals and the recurring nature of economic change. |

| CONCEPTS (Students understand:) | CONTENT (Students study:) | LEARNING OUTCOMES (Students are able to:) |
|---|---|---|
| **Historical Concepts**<br>• accounts<br>• chronology<br>• evidence<br>• historical empathy<br>• cause and effect<br>• change and continuity<br>• diversity<br>• significance<br><br>**Content Concepts**<br>• economic growth<br>• economic liberalisation<br>• economic crisis<br>• economic interdependence | **Growth and Challenges in the Global Economy**<br>• Factors for the growth of the global economy (1945–2000)<br>  - post-war economic reconstruction<br>  - role of the USA, Western Europe and Japan<br>  - role of multinational corporations<br>  - role of international organisations and arrangements<br>• Challenges in the global economy<br>  - 1973 and 1979 oil crises<br>  - protectionism<br>  - debt crises of the 1980s<br><br>**Transformation of East Asian Economies (Japan and China)***<br>• Japan (1947–1991)<br>  - factors for economic transformation: government intervention, keiretsu system, socio-economic changes, international developments<br>• China (1978–2000) | • evaluate the factors that contributed to the growth of the global economy over time;<br><br>• evaluate the challenges that affected the global economy over time; and<br><br>• evaluate the factors that contributed to the economic transformation of Japan and China over time. |

| • state-led development | - factors for economic transformation: problems of the Maoist economy, state intervention, market-oriented reforms, open door policy, international developments<br><br>*\* Questions set will not require candidates to compare the economic transformations of Japan and China.* | |

| THEME III | CONFLICT AND COOPERATION (1945–2000) |
|---|---|
| | **Why did conflicts occur and how did they affect the international order? How effective were the attempts to manage these conflicts?** |

| OVERVIEW | MAKING CONNECTIONS |
|---|---|
| In this theme, students will examine the key conflicts that shaped the international order in the post-Second World War period. Although the post-Second World War period did not witness another world war, it saw occurrences of inter-state and intra-state conflicts that had regional and global impact. By exploring these different types of conflicts around the world, students will examine how actors with diverse interests interacted with historical conditions to embark on and shape the development of these conflicts. To mitigate the effects of these conflicts on international peace and security, various actors, ranging from the major powers to the United Nations, intervened to manage the conflicts. Students will evaluate the effectiveness of the approaches taken by these actors to manage these conflicts. | Today, conflicts continue to exist across the world, with some ongoing for decades while new ones spring up. Studying the multifaceted nature of inter-state and intra-state conflicts that occurred between the period 1945 and 2000 helps students to develop insights into the interactions that lead to different types of conflict and the processes that seek to build sustainable peace and stability in a rules-based international order. These insights enable students to understand the dynamics of present-day conflicts in an increasingly complex international environment. |

| CONCEPTS<br>*(Students understand:)* | CONTENT<br>*(Students study:)* | LEARNING OUTCOMES<br>*(Students are able to:)* |
|---|---|---|
| **Historical Concepts**<br>• accounts<br>• chronology<br>• evidence<br>• historical empathy<br>• cause and effect<br>• change and continuity<br>• diversity<br>• significance<br><br>**Content Concepts**<br>• conflict<br>• cooperation<br>• peace | **Causes, Development and Management of Inter-state Conflicts**<br>**[Indo-Pakistani Conflict (1947-1972) and Arab-Israeli Conflict (1948-1979)]**<br>• Causes: decolonisation, security, territorial sovereignty, nationalism, religion, economic interests<br>• Role of different actors in the development of conflicts<br>   - combatant states<br>   - the superpowers<br>   - the United Nations<br>• Effectiveness of conflict management<br>   - diplomacy<br>   - peacekeeping<br><br>**Causes, Development and Management of Intra-state Conflicts**<br>**[Congo Crisis (1960-1965) and Bosnian War (1992-1995)]**<br>• Causes: domestic politics, economic interests, ethnic and religious nationalisms<br>• Role of different actors in the development of conflicts | • evaluate the causes of conflicts;<br><br>• evaluate the roles of different actors in the development of conflicts over time; and<br><br>• evaluate the effectiveness of conflict management. |

| | | |
|---|---|---|
| • security<br>• conflict management | - domestic actors (state and non-state)<br>- the major powers and other external state actors<br>- the United Nations and regional organisations<br>• Effectiveness of conflict management<br>- peace processes<br><br>*Questions set will not require candidates to compare the case studies.* | |

**2.2.2   PAPER 2: DEVELOPMENTS IN SOUTHEAST ASIA (INDEPENDENCE[4]–2000)**

In this paper, students will examine the key developments that took place within Southeast Asian countries and in the region after independence. Using a thematic-comparative approach, students will learn about the varied experiences of Southeast Asian countries in forming nation-states, pursuing economic goals and forging relations with other Southeast Asian countries. These individual trajectories were shaped by factors internal and external to each country, as well as its past. As Southeast Asian countries charted their own paths, they responded to domestic opportunities and challenges, and to Cold War developments and changes in the global economy. Collectively, these countries formed new relationships with external powers and developed a new identity as the Association of Southeast Asian Nations (ASEAN). Studying this paper will allow students to better understand the patterns of developments in Southeast Asia, and the interactions among different historical actors within each country and in the region. These historical perspectives will equip students to better understand Southeast Asia today.

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[4] As Thailand was not formally colonised, the period under study for Thailand begins in 1946, when its first post-war government was established.

| THEME I | FORMING NATION-STATES<br><br>How did Southeast Asian countries form states and build nations after independence? Why were the outcomes of these efforts different across Southeast Asian countries? | |
|---|---|---|

| OVERVIEW | MAKING CONNECTIONS |
|---|---|
| In this theme, students will study how Southeast Asian countries formed nation-states after the Second World War. For most countries, this was an immediate and pressing task following decolonisation. The process of forming nation-states was characterised by different groups competing to shape political developments, including political parties, the military and traditional institutions. These groups came to political dominance at different points, which was reflected in the formation of different forms of government underpinned by different political ideologies. Efforts to form states were closely associated with the task of building nations to unite the different ethnic groups that lived within the territorial boundaries of the state – a legacy of colonial rule. National unity was an important objective for Southeast Asian governments to create social cohesion and a common identity for all who lived within the state. The experiences and outcomes of governments' efforts in forming nation-states were shaped by interactions between local factors, and by international developments, in particular the Cold War. | Understanding Southeast Asia's experience in forming nation-states helps students appreciate the political achievements of Southeast Asian countries and the region's political diversity. At the same time, nation-building is a continuous endeavour. The legitimacy of political structures and the pursuit of national unity continue to be challenged by long-standing issues such as tensions between state power and political representation, government performance and ethnic divisions. Globalisation has also added new pressures on the nation-state. Studying the experiences of Southeast Asian countries in forming nation-states allows students to better understand the challenges of nation-building today and governments' responses towards these challenges. Students are also able to gain insights into how Southeast Asia's political landscape continues to be shaped by an interplay between domestic and external forces. |

| CONCEPTS<br>*(Students understand:)* | CONTENT<br>*(Students study:)* | LEARNING OUTCOMES<br>*(Students are able to:)* |
|---|---|---|
| **Historical Concepts**<br>• accounts<br>• chronology<br>• evidence<br>• historical empathy<br>• cause and effect<br>• change and continuity<br>• diversity<br>• significance | **Establishing Political Structures and Legitimacy**<br>• Democratic and authoritarian features of different forms of government established over time<br>• Factors for the establishment of different forms of government: decolonisation experience, role of local political elites and masses, Cold War developments<br>• Consolidation of power<br>  - role of government leaders<br>  - sources of power and legitimacy: constitutional processes and elections, the military, traditional institutions (religion and monarchy), government performance<br>  - political challenges and popular opposition | • evaluate the factors that shaped the establishment of different forms of government across Southeast Asia over time;<br><br>• evaluate the outcomes of Southeast Asian governments in consolidating power in different contexts and over time; and |

| Content Concepts | - Cold War developments | • evaluate the outcomes of Southeast Asian governments' efforts to build national unity in different contexts and over time. |
|---|---|---|
| • state<br>• nation<br>• government<br>• power<br>• national unity | **Pursuit of National Unity**<br>• Need for national unity and the challenges of ethnic separatism<br>• Different ways to build national unity<br>   - approaches: dominant culture, multiculturalism<br>   - tools: education, language, religion and ideology<br>• Outcomes of efforts to build national unity | |

| | ECONOMIC CHANGE AFTER INDEPENDENCE |
|---|---|
| **THEME II** | **How did Southeast Asian economies change after independence? Why were the outcomes of economic change different across Southeast Asian countries?** |

| OVERVIEW | MAKING CONNECTIONS |
|---|---|
| In this theme, students will examine the economic change in Southeast Asia and its diverse outcomes for the economy and people. While leveraging the economic base created before the Second World War, independent Southeast Asian countries sought to restructure their economies and key economic sectors to better serve their own interests. Although some features of the economic landscape persisted, Southeast Asian economies experienced significant economic change. This economic change was shaped by Southeast Asian governments' ability to harness opportunities and mitigate the challenges brought about by domestic and international developments in their common pursuit of economic growth, equity and nationalism. Yet, this economic change was also shaped by the different historical, domestic and external conditions of the individual countries, which produced varying results across the region. | In the post-Second World War period, many Southeast Asian economies achieved spectacular growth and stood resilient in downturns. These successes have been attributed to the region's dynamic mix of government intervention with free market economics and its adaptability to international developments. Understanding the economic experiences of Southeast Asian countries helps students better appreciate the adaptability of Southeast Asian economies in responding to domestic developments and changes in the global economy. By studying the outcomes of the economic change, students better appreciate the economic journeys of Southeast Asian countries and their ongoing challenges in charting their future economic paths. |

| CONCEPTS<br>*(Students understand:)* | CONTENT<br>*(Students study:)* | LEARNING OUTCOMES<br>*(Students are able to:)* |
|---|---|---|
| **Historical Concepts**<br>• accounts<br>• chronology<br>• evidence<br>• historical empathy<br>• cause and effect<br>• change and continuity<br>• diversity<br>• significance | **Economic Change in Southeast Asia**<br>• Pursuit of economic growth, equity and nationalism<br>• Changes and continuities within and across key sectors since independence<br>  - agricultural sector: agricultural modernisation<br>  - industrial sector: expansion of industrial sector, shifts from import-substitution industrialisation to export-oriented industrialisation<br>  - financial services sector: expansion of financial services sector, financial liberalisation and regulation*<br>  - importance of key sectors to the economy, extent of economic diversification<br>• Factors shaping economic change<br>  - domestic economic conditions<br>  - role of government: economic aims, strategies and extent of government intervention | • evaluate the extent of economic change in different contexts and over time;<br><br>• evaluate the factors shaping economic change in different contexts and over time; and<br><br>• evaluate the outcomes of economic change across different contexts and over time. |

| **Content Concepts**<br>• economic change<br>• economic development<br>• economic growth<br>• state-led development<br>• economic interdependence | - role of private businesses<br>- external conditions: Cold War developments, external economic developments<br><br>*Content on the financial services sector can be assessed as part of a broader question that examines the changes and continuities <u>across</u> the three sectors. However, content on changes and continuities <u>within</u> the financial services sector is non-examinable.*<br><br>**Outcomes of Economic Change**<br>• Economic growth: national income and output, sustainability of economic growth<br>• Economic equity: poverty levels, income distribution<br>• Economic nationalism: self-sufficiency, domestic control of the economy | |

| THEME III | REGIONAL CONFLICTS AND COOPERATION |
|---|---|
| | Why did inter-state tensions occur in Southeast Asia? How did regional conflicts and cooperation shape inter-state relations in Southeast Asia? |

| OVERVIEW | MAKING CONNECTIONS |
|---|---|
| In this theme, students will examine the inter-state tensions and cooperation that shaped relations between Southeast Asian countries. Southeast Asian countries devised ways of engaging with fellow sovereign countries in the region in pursuit of their national interests, which were influenced by domestic and external developments, and their past and present circumstances. Students will examine how the pursuit of these national interests contributed to tensions in some cases and provided the impetus for cooperation at other times. Formed amid the Cold War, ASEAN increasingly served as a vehicle for Southeast Asian countries to forge regional resilience and adapt to the new post-Cold War environment. Through ASEAN, students will study the impact of multilateral cooperation on inter-state relations and the evolution of regionalism in Southeast Asia across the Cold War and post-Cold War periods. | Inter-state tensions and cooperation continue to coexist in Southeast Asia today. Many of the inter-state tensions featured in this theme recurred after 2000 and continue to shape the relations between Southeast Asian countries. At the same time, regional cooperation has contributed to regional stability, promoted further regional integration and provided a viable framework for the region to engage with external powers. ASEAN has been an important vehicle in driving regional cooperation. Despite its limitations, its achievements reflect its strengths as a regional organisation governed by norms of engagement that reflect the unique circumstances of Southeast Asia in the past and present. Knowledge of the historical development of regional tensions and cooperation contextualises students' understanding of how inter-state relations are conducted in present-day Southeast Asia. |

| CONCEPTS (Students understand:) | CONTENT (Students study:) | LEARNING OUTCOMES (Students are able to:) |
|---|---|---|
| **Historical Concepts**<br>• accounts<br>• chronology<br>• evidence<br>• historical empathy<br>• cause and effect<br>• change and continuity<br>• diversity<br>• significance | **Inter-state Tensions and Cooperation**<br>• Causes of inter-state tensions<br>• Consequences of inter-state tensions: impact on regional cooperation and security<br>• Case studies:<br>  - dispute over Preah Vihear<br>  - dispute over Sabah<br>  - Konfrontasi<br>  - Singapore-Malaysia water dispute<br>  - outbreak of the Third Indochina War<br><br>**ASEAN**<br>• Factors shaping the formation of ASEAN: regional interests, interests of individual member-states, Cold War developments | • evaluate the causes and consequences of inter-state tensions on inter-state relations and the region;<br><br>• evaluate the factors for the formation and development of ASEAN; and<br><br>• evaluate the outcomes of ASEAN's efforts in building regional stability and security and promoting regional |

| Content Concepts | • Growth and development of ASEAN: building regional stability and security, promoting regional economic cooperation<br>- intra-ASEAN relations<br>- relations between ASEAN and external powers | economic cooperation over time. |
|---|---|---|
| • conflict<br>• cooperation<br>• security<br>• confidence-building<br>• regionalism | | |

*Note: The source-based case study will be set on Theme III and may be centred on any issue arising from the theme. The source-based case study may require candidates to use their knowledge of inter-state relations as contextual knowledge to interpret and analyse sources. Separate essay questions will NOT be set on this theme.*

# 3. PEDAGOGY

## 3.1 Inquiry-based Learning in the A-Level History Classroom

As reflected in the curriculum shape, historical understanding is achieved through the development of historical thinking and historical knowledge. In order to develop students' historical thinking and historical knowledge, historical inquiry and conceptual understanding are crucial to providing students with insights into how historians organise and make meaning of the past.

Constructivism refers to the theory that describes learners as actively constructing knowledge rather than just passively taking in information. As learners experience the world and reflect on those experiences, they build their own representations and incorporate new information into their pre-existing knowledge. Constructivist theory has the following implications for how we view student learning:
- Students learn best when engaged in learning experiences rather than passively receiving information.
- Learning is inherently a social process because it is embedded within a social context as students and teachers work together to build knowledge.
- Because knowledge cannot be directly imparted to students, the goal of teaching is to provide experiences that facilitate the construction of knowledge.
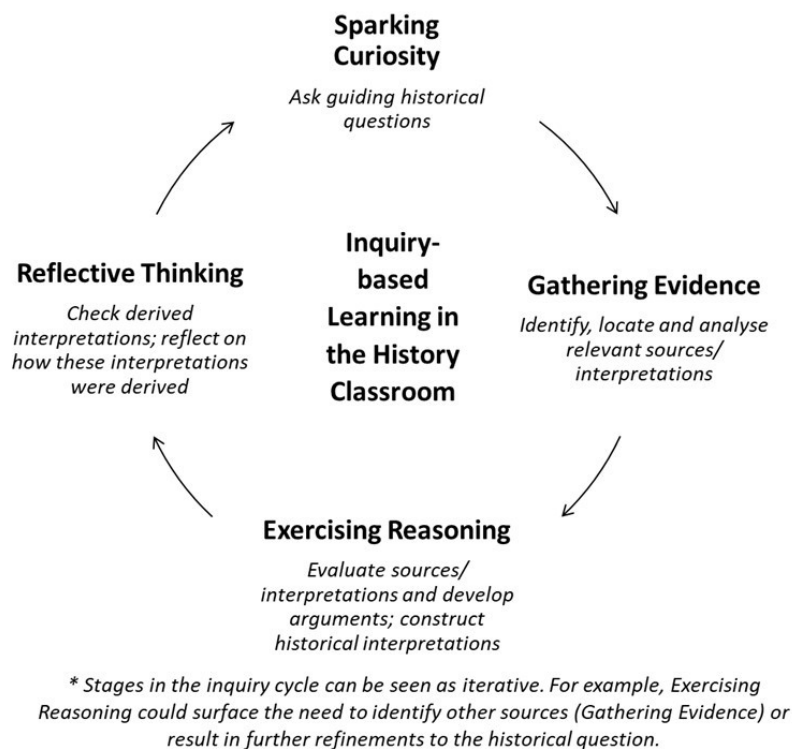
Historical inquiry, a form of constructivist inquiry-based pedagogy, is the recommended pedagogy for the A-Level History curriculum. It reflects the process of "doing history", providing an authentic way to inquire into, organise and explain historical developments that happened in a period. This approach to learning History, through applying historical skills and processes reflected in the historian's craft, can strengthen students' historical understanding. To engage students in historical thinking and develop historical understanding, *how* **students learn is as important as** *what* **they learn**.

Historical inquiry is a cyclical and iterative process that contains several stages of inquiry (see **Figure 3.1a**).

- **Sparking curiosity**. Students begin the process by identifying and posing historical questions about a historical issue or development. These questions are usually anchored in historical concepts such as cause and effect, change and continuity, significance and accounts.

- **Gathering evidence**. To address the historical questions identified, students gather evidence from a range of primary and secondary sources that reflect multiple perspectives of the historical questions being inquired into.

- **Exercising reasoning**. To make sense of the evidence gathered, students analyse and evaluate sources vis-à-vis the historical questions to be answered. Here, they exercise historical skills in placing sources in their historical context and evaluating their reliability and utility as historical evidence, and/or evaluate the validity of different interpretations.

They then select and synthesise relevant sources to form evidence-based historical explanations and interpretations, in response to the historical question.

• **Reflective Thinking**. Students reflect on the cognitive process through which their historical explanations and interpretations are derived. This builds their metacognition of how knowledge is constructed, and sensitises them to the assumptions and biases they may have carried through the inquiry process.

**Sparking Curiosity**
*Ask guiding historical questions*

**Gathering Evidence**
*Identify, locate and analyse relevant sources/ interpretations*

**Inquiry-based Learning in the History Classroom**

**Exercising Reasoning**
*Evaluate sources/ interpretations and develop arguments; construct historical interpretations*

**Reflective Thinking**
*Check derived interpretations; reflect on how these interpretations were derived*

*\* Stages in the inquiry cycle can be seen as iterative. For example, Exercising Reasoning could surface the need to identify other sources (Gathering Evidence) or result in further refinements to the historical question.*

**Figure 3.1a: Inquiry-based Learning in the History classroom**

Historical inquiry is an effective pedagogy in supporting the development of conceptual understanding. By "doing history", students develop a deeper awareness and understanding of how historical knowledge is constructed and the historical concepts that undergird their inquiry into the past.

# 4. ASSESSMENT

## 4.1 Learner-centred and Balanced Assessment

Assessment is an integral part of the learning process and must be closely aligned with curricular objectives, content and pedagogy. Assessment is learner-centred when it uses assessment information to support learning and gives students opportunities to be involved in their own assessment so that they develop as self-directed learners. To check if learning is taking place as intended, assessment serves the central function of getting the best possible evidence of what students have learnt. For learning to be effective and developmentally appropriate, teachers use such evidence to adapt their teaching pace, approaches and assessment practices. Teachers also use assessment to help students understand that by thinking about their own thinking, they can monitor, assess and improve their learning. Assessment should thus be designed with clarity of purpose and to provide learners and teachers with feedback to address learning gaps and improve teaching practices.

A balanced assessment system comprises both formative and summative assessment. Whether implemented in the classroom or as national examinations, all assessment should support and lead to meaningful learning.

Formative assessment usually takes place during the instructional process – whether in the form of in-class questioning, group discussion, project work, quizzes, written assignments or topical tests. Effective formative assessment hinges on the provision of timely, relevant and specific qualitative feedback from teachers or peers so that students will be able to self-monitor, self-regulate and improve their own learning.

Summative assessment is used to evaluate student learning at the end of the instructional process (e.g., to complete an instructional unit or a course of study) by comparing it against a set of standards or benchmarks. This provides data to reflect students' achievement of learning. Examples of summative assessment are school-based preliminary and promotional examinations and the A-Level national examination at the end of Pre-University education. The planning for school-based summative assessment for History should take reference from the A-Level H2 History assessment objectives and scheme of assessment, and ensure that the assessment is appropriately pitched in relation to what students have learnt. Please refer to the A-Level H2 (9174) History Examination Syllabus on the SEAB website for details on the A-Level History assessment.