

# **HISTORY SYLLABUS**

## **Pre-University**

### **H1**

Implementation starting with  
2017 Pre-University One Cohort



Ministry of Education  
SINGAPORE

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# 1. INTRODUCTION: THE VALUE OF LEARNING HISTORY

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## 1.1 DESIRED OUTCOMES OF EDUCATION AND HISTORY EDUCATION IN SINGAPORE

The Desired Outcomes of Education (DOEs) serve to guide educators and policymakers in the journey of nurturing learners in their formal education years. The DOEs are embodied by the following attributes:

- a **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgement, thinks independently and critically, and communicates effectively;
- a **self-directed learner** who questions, reflects, perseveres, and takes responsibility for his own learning;
- an **active contributor** who is able to work effectively in teams, is innovative, exercises initiative, takes calculated risks and strives for excellence; and
- a **concerned citizen** who is rooted to Singapore, has a strong civic consciousness, is informed about Singapore and the world, and takes an active part in bettering the lives of others around him.

History education is key to helping educators and learners achieve the Desired Outcomes of Education. At the heart of History education is the quest to uncover the complexities that define the human experience. In doing so, students are developed to become confident and independent learners who ask critical questions and consider different perspectives.

## 1.2 PHILOSOPHY OF HISTORY EDUCATION

In recent years, there has been greater cognizance that both content and historical concepts and accompanying historical skills are important for developing disciplinary understanding. These help students to think critically about the nature of historical knowledge, which is essential to make better sense of the past.

History also plays a critical role in developing our students' identities through an understanding of History from personal, national and international perspectives. The learning of History needs to spark their curiosity and inspire them with the beliefs, decisions and dilemmas of people in the past. Through historical inquiry, students pose questions about the present by engaging with the past, thus drawing connections between both.

In response to the above, the Statement of Philosophy of History education has been developed to encapsulate the fundamental purpose and value of learning History. It underpins the role of History education in Singapore and guides the development of our syllabus design to capture the place of History in the school curriculum. This Statement of Philosophy was distilled from dialogues with teachers, students and professional historians about the character and value of History as a subject and discipline, as well as the learning outcomes we hope our students can achieve.

### Statement of Philosophy

History Education in Singapore seeks to develop in students an appreciation of past human experiences, critical awareness of the nature of historical knowledge, and the ability to make connections between the past and present.

### Qualities of a History Learner

There are seven Qualities of a History Learner, which the History syllabuses from lower secondary to pre-university aim to develop in students:

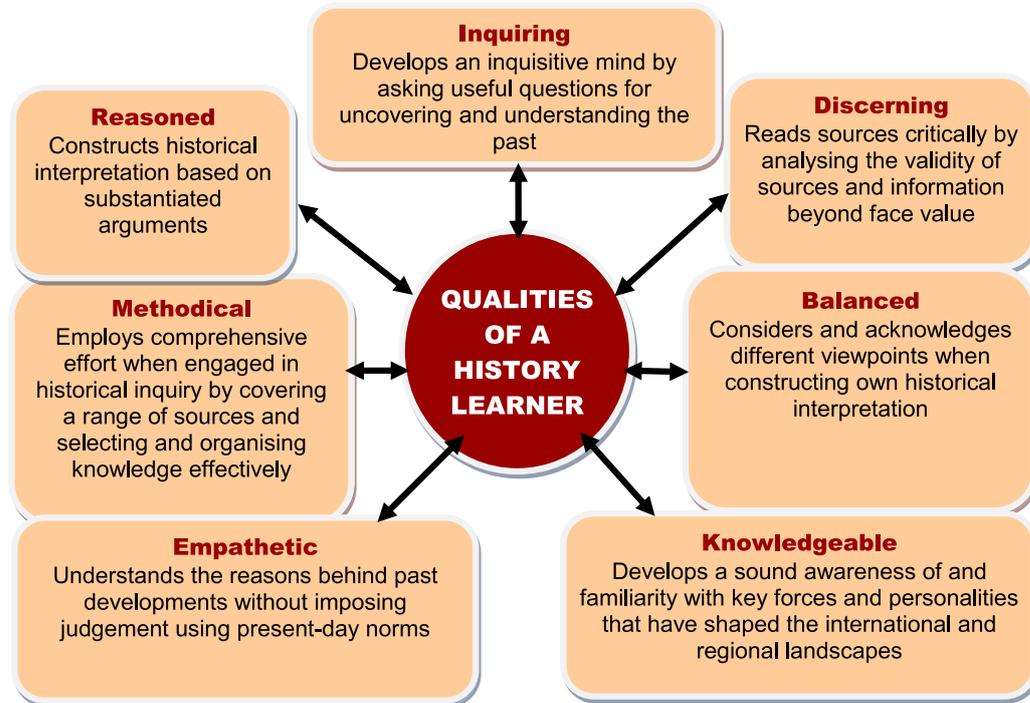


Figure 1.2a: Qualities of a History Learner

### **1.3 DEVELOPING 21st CENTURY COMPETENCIES AND CHARACTER AND CITIZENSHIP EDUCATION THROUGH HISTORY EDUCATION**

The 21st Century Competencies aim to nurture future-ready Singaporeans by guiding educators to focus more strongly on capacity building (knowledge, skills, and dispositions). This entails developing the capacity for complex communication, civic literacy and global awareness as well as critical and inventive thinking.

Complex communication in the study of History involves the making of effective oral and written arguments and eliciting information from various sources. Above all, it requires tasks that frequently entail extended textual representation and production (oral, written or visual), working together with others in small groups as members of knowledge-building communities and the collective deliberation of knowledge claims in classrooms. It also involves a developed understanding of rhetoric and people (working with and persuading others) gained through extensive practice.

Through this process and working with historical information and evidence, students will develop an awareness of the histories of societies in the past and how key forces and developments shaped these histories into the present. By analysing and evaluating information, students learn to think critically, using the skills of investigation to extract, order, collate, analyse and synthesise information to formulate and test a hypothesis.

In the same vein, the History curriculum supports Character and Citizenship Education (CCE). The skills related to citizenship competencies are articulated in the components of the domain of Civic Literacy, Global Awareness and Cross-cultural Skills. Through encountering local, regional and global developments in the syllabus content, students develop the knowledge and skills to reflect on and respond to community, national and global issues as informed and responsible citizens, and demonstrate socio-cultural sensitivity and awareness. By deepening students' understanding of Singapore and regional history, the History curriculum fosters pride and development in our national and cultural identities.



**Figure 1.3a: Framework for 21<sup>st</sup> Century Competencies and Student Outcomes<sup>1</sup>  
(from 2014 onwards)**

<sup>1</sup> More information on MOE's 21<sup>st</sup> Century Competencies can be obtained from <http://www.moe.gov.sg/education/21cc/>.

## 1.4 AIMS OF THE 'A' LEVEL HISTORY CURRICULUM

In a world where attention is often divided between concerns over the present and future, the relevance of History is often questioned. Making sense of the present and anticipating the challenges of the future would not be possible without understanding the past. By equipping students with the Qualities of a History Learner, History education allows students to draw connections between the past and present through examining how the nature and impact of historical developments explain today's world. History education does so by helping learners to become balanced, discerning, empathetic, inquiring, knowledgeable and methodical individuals, able to make well-reasoned arguments and decisions.

The above attributes support learners to achieve the Desired Outcomes of Education so that they are able to acquire personal growth, contribute to the nation and respond nimbly to global developments. Thus, History education has an important and unique place in the development of the learner as it seeks to:

- develop in the learner the dispositions to be curious about the past and be open to multiple perspectives;
- prepare the learner for the future by equipping him/her with analytical and critical thinking skills such as the ability to assess evidence and evaluate conflicting interpretations to make informed judgements of the past and better understand the present;
- help the learner understand change and develop global awareness and cross-cultural skills in order to play an active role in future developments in society;
- enhance the learner's sense of identity; and
- nurture an informed citizen.

### 'A' LEVEL HISTORY CURRICULUM SHAPE

The 'A' Level History Curriculum Shape (**Figure 1.4a**) encapsulates the key features of the 'A' Level History syllabuses and guides the implementation of the curriculum. It serves the following functions:

- Emphasises the importance of developing historical understanding
- Outlines the intended teaching and learning experience for teachers and students
- Describes the focus of syllabus content



Figure 1.4a: History Curriculum Shape

## Emphasis on Development of Historical Understanding

The 'A' Level History curriculum seeks to develop Historical Understanding (core) in students through the study of historically significant content that is meaningful to students (outermost ring). To allow students to draw connections from the past to the present, the curriculum will focus on international and regional developments in the 20th century.

## Intended Learning Experience

From the students' viewpoint, the study of local, regional and global developments which highlight Historical Agency (outermost ring) marks the starting point of their 'A' Level History learning experience, allowing them to apply the concepts and skills (inner ring) central to the historian's craft. This process, reinforced throughout the course of studying 'A' Level History will further enhance students' proficiency in historical knowledge, disciplinary, and methods and processes culminating in the development of historical understanding (core).

## Content Focus

The focus on local, regional and global developments provides the backdrop which shapes the learning experiences in the 'A' Level History curriculum. Thus, students will be exposed to sufficient breadth and depth of content to facilitate their development of conceptual understanding and understanding of the process of historical inquiry.

## 1.5 UNDERSTANDING THE SYLLABUS DESIGN

Bearing in mind the Philosophy of History Education and the Qualities of a History Learner, the H1 History syllabus was conceived based on the following design principles. The syllabus should:

- cultivate an awareness of historical understanding, while exposing students to critical global and regional developments;
- promote breadth in general knowledge and current affairs;
- emphasise historical agency and the role of diverse actors;
- highlight interactions between global forces and the region; and
- ensure alignment with the outcomes and intent of MP3 and the 21st Century Competencies.

The H1 syllabus comprises three prescribed themes, which facilitate the examination of key interactions between local, regional and global developments through a study of the Cold War and its impact on international, regional and local forces. Through this study, students will acquire an understanding of the impact of the Cold War across different contexts and time periods.

## AIMS AND LEARNING OUTCOMES

### Aims

The 'A' Level H1 History syllabus seeks to develop historical understanding by providing opportunities for students to deepen historical knowledge through content concepts, strengthen disciplinary thinking through historical concepts, and apply historical methods and processes through historical inquiry. Thus, the aims of the H1 syllabus articulate the increased emphasis on historical understanding by encouraging students to:

- develop interest in and curiosity about the past;
- deepen historical understanding through
  - o acquiring a sound knowledge of selected periods and issues
  - o examining historical issues and events through exploring a variety of historical sources
  - o applying historical concepts in examining historical issues and events
  - o using historical methods and processes;
- think independently and make informed judgements about historical issues and events;
- communicate substantiated arguments 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.

### Learning Outcomes

#### Knowledge & Understanding

At the end of their 'A' Level History experience, students should be able to demonstrate their knowledge and understanding of the following. The connections to the History Curriculum Shape are referenced in bold within brackets:

- history as a construct—history is constructed from evidence and there are different interpretations of historical events (**Methods & Processes**);
- historical concepts, which help develop stronger awareness of the nature of the discipline, problematise the study of historical developments, and provide tools to undertake an inquiry into the past (**Disciplinarity**);
- the key characteristics of the periods studied—these include the social, economic, cultural and political contexts of the societies studied and the experiences of the peoples who lived in these societies at that point in time (**Historical Knowledge**);
- the interconnections between individuals, societies, events and developments studied and those in the present day (**Historical Knowledge** as well as **Local, Global & Regional Developments**); and
- key individuals, groups, forces, events and ideas that shaped the development of the social, economic, cultural and political contexts of our world today (**Historical Knowledge** as well as **Historical Agency**).

## Skills

Students should also demonstrate their knowledge and understanding by employing the following skills:

- unpack demands of the inquiry question independently;
- conduct research with guidance to select relevant sources and information to address inquiry questions;
- systematically analyse various factors and synthesise multiple perspectives and interpretations to construct a valid, balanced and persuasive argument;
- present meaningful interpretations of the past by drawing appropriately from analysed evidence, historical contexts, and frames of reference;
- develop nuanced understanding of complex cause-and-effect relationships;
- recognise, analyse and evaluate the dynamics of change and continuity over time and across regions, and relate these patterns to larger historical themes;
- categorise events into discrete periods to evaluate turning points and assess their historical significance; and
- identify, compare and evaluate multiple perspectives on a given historical issue or event.

## Values and Attitudes

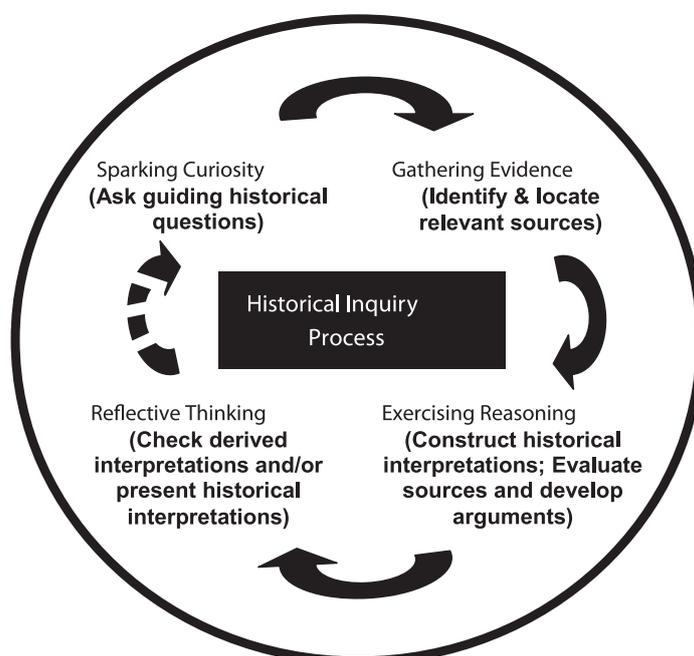
Students demonstrate the internalisation of key values and mindsets associated with the understanding of the historian's craft when they:

- show sensitivity to how people's views and perspectives shape their interpretation of events, issues or developments in any specific time and space;
- are aware of how cultural, intellectual and emotional contexts shape the thinking, value systems, decisions and actions of different peoples and groups in different times and places;
- show openness to and respect for diverse and sometimes opposing viewpoints;
- tolerate ambiguity and are able to pose relevant questions to conduct further investigation independently;
- modify and adapt their thinking according to multiple sources of information, perspectives and different circumstances, underpinned by sound moral values;
- recognise, question and refine the value system which provides a moral compass in governing their actions as citizens;
- empathise with people from different social, cultural, economic and political backgrounds; and
- identify and embrace connections between themselves and the larger community (past and present) and realise that their actions impact others, thus promoting a commitment to improve the world.

## 2. PEDAGOGY: DEVELOPING HISTORICAL UNDERSTANDING THROUGH INQUIRY

### 2.1 HISTORICAL INQUIRY IN THE CONSTRUCTIVIST CLASSROOM

History provides us with a way of thinking about the past. Historical inquiry provides a way to inquire into, organise and explain events that happened in a historical period. It is a cyclical process (**Figure 2.1a**) This is followed by locating and analysing historical sources to establish historical evidence. The historical evidence is then used to construct historical interpretations that seek to answer the guiding historical questions and, finally, to reflect on the interpretation and to critically respond to historical questions or present a conclusion through an end-product<sup>2</sup>.



**Figure 2.1a: Cycle of Historical Inquiry**

**The use of historical inquiry** is strongly advocated in the 'A' Level H1 History syllabus as it supports the development of historical understanding. Historical inquiry is the exemplification of the methods and processes outlined in the 'A' Level History Curriculum Shape and an important way to appreciate the historian's craft. This is because inquiry-based learning provides a framework for constructivist teaching and learning, rigorous examination of diverse historical sources, the cultivation of historical thinking skills, and thus, the development of historical understanding.

**Teaching for conceptual understanding** complements the inquiry approach by promoting a greater awareness of the utility and practice of History, as well as the constructed nature of historical knowledge. This encourages students to consider the importance of historical concepts which constitute the tools and entry points to undertake an inquiry into the past.

<sup>2</sup> Adapted and taken from Peter Doolittle, David Hicks, & Tom Ewing, Virginia Tech, The Historical Inquiry Project, 2004-2005.

For example, to make meaning of ‘Sovereignty’ as a content concept (body of knowledge), students will develop their historical understanding by inquiring into why the sovereignty of nation-states was both an obstacle as well as a supporting pillar for the development of UN peacekeeping operations (‘cause-and-effect’), in addition to exploring the variation over time (‘change-and-continuity’) in how sovereignty has been conceived in relation to the question of humanitarian intervention in sectarian crises within states. Thus, a firm grounding in historical concepts allows students to understand History as a form of knowledge, informing them of how historians work, what they are interested in and how historical knowledge and understanding are constructed.

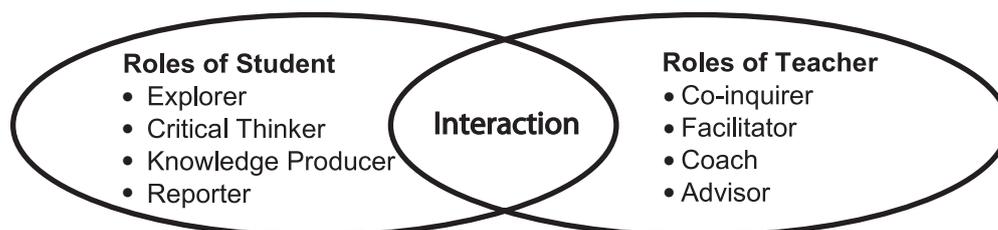
## CONSTRUCTIVISM IN THE HISTORY CLASSROOM

Constructivism is a broad theory with a variety of perspectives. However, the basic tenet of constructivism is that learning is an active process where the learner constructs knowledge rather than acquires it. Constructivism can strengthen the development of students’ historical understanding through the inquiry approach. A crucial component of knowledge that forms students’ historical understanding is the knowledge of historical skills and processes that define the historian’s craft. This involves recognising that History is an interpretive, inquiry-oriented subject involving different perspectives.

### 2.2 ROLES AND RESPONSIBILITIES OF TEACHERS AND STUDENTS IN INQUIRY

In historical inquiry, teachers take on the role of a facilitator—co-inquiring with the students, providing advice and guidance, and encouraging students to take ownership of their learning. Within the teacher-student relationship in the classroom, students are the knowledge producer, explorer, critical thinker and reporter. Students assume personal responsibility for their learning and play an important part in constructing new knowledge for themselves. As knowledge producers, students learn to ask good questions about the issues being learnt and evaluate their own learning. Opportunities for students to pose questions and challenge assumptions are created as part of the lesson.

**Figure 2.2a** shows the different roles of the teacher and the student in undertaking historical inquiry, corresponding to their respective responsibilities in a constructivist classroom.



**Figure 2.2a: Roles, Responsibilities and Interaction Patterns in Guided Inquiry**

There are, nonetheless, variations in the degree of responsibility undertaken by teachers and students depending on the inquiry approach. Inquiry should be perceived as a continuum of approaches. Students’ responsibility for directing learning gradually increases along this continuum, and the reverse is true for the teacher.

# 3. CONTENT: DEVELOPING HISTORICAL UNDERSTANDING THROUGH THE H1 SYLLABUS

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## 3.1 AMPLIFICATION OF SYLLABUS CONTENT

### H1 Syllabus Content Overview: The Cold War and the Modern World, 1945-2000

The H1 History syllabus encourages students to examine key interactions between local, regional and global developments through a study of the Cold War and its impact on international, regional and local forces. Through this study, students will acquire an understanding of the impact of the Cold War across different contexts and time periods.

With the end of World War II, the USA and USSR emerged as ideologically opposed superpowers and Europe was the initial theatre where the rivalry between the two parties was played out. While the USA and USSR first faced off in Europe, their Cold War contestation would eventually extend to other parts of the world, such as Korea and Cuba. Through their continual efforts to discredit and weaken each other, the USA and USSR waged a global ‘war’ that lasted more than four decades— affecting several parts of the world.

One of the regions that the Cold War impacted was Asia. With China’s emergence as a Communist country during the Cold War period, Cold War forces had a significant bearing on Sino-American and Sino-Soviet relations. Similarly, the Cold War had its influence on Southeast Asia, as seen from ASEAN’s response to the Cold War bipolarity, superpower involvement in the Second Indochina War, and Singapore’s foreign policy in response to the Cold War environment.

With the USA and USSR as permanent members in the United Nations (UN) Security Council, Cold War considerations also affected the functioning and effectiveness of the UN. In some instances, the Cold War had a positive impact on UN bodies, enabling them to fulfil their functions and work towards achieving the broader aims of the organisation. In other contexts, Cold War fault lines impeded its ability to unite UN members to achieve common goals that served the interests of the international community. A study of various peacekeeping operations provide insights into how the UN’s successes and limitations can be attributed to the interplay of factors such as the Cold War, the unique demands of individual conflicts, and the UN’s capabilities. If the Cold War period had implications for the UN’s development—and by extension, its peacekeeping efforts—the transition to the post-Cold War period was a double-edged sword for the organisation. While UN peacekeeping efforts benefited in some ways from the decreased emphasis on Cold War priorities, new expectations and remaining Cold War divisions served to undermine the effectiveness of the UN in this area.

At the end of the syllabus, students are to acquire the following:

1. an understanding of cause-and-effect through the interplay of various factors that shaped the Cold War’s impact on international, regional and local actors; and
2. an understanding of change-and-continuity through an examination of the development of the Cold War across different contexts over time.

**Table 3.1: Content Themes of H1 Syllabus**

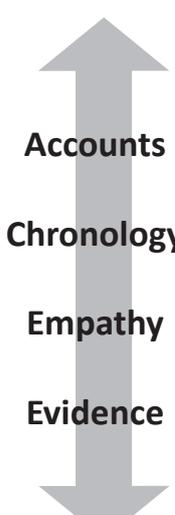
The Cold War and the Modern World, 1945–2000	
<b>Theme I</b>	Understanding the Cold War, 1945–1991
<b>Theme II</b>	The Cold War and Asia, 1945–1991
<b>Theme III</b>	The Cold War and the United Nations, 1945–2000

### Historical Concepts

Six historical concepts have been identified, based on their centrality to the discipline of History and age-appropriateness for students. These concepts are anchored in the 'A' Level H1 History syllabus to support the development and deepening of conceptual understanding.

Four of these form **pre-requisite historical concepts** for the study of History. Knowledge of these historical concepts will allow History students to develop stronger awareness of the nature of the discipline and enable them to broaden and deepen their knowledge, skills and understanding of the content they study at the 'A' Levels.

The remaining two are **specific historical concepts** that provide additional frames in understanding the past and constructing historical narratives. These concepts provide students with the necessary tools to undertake an inquiry into the past through the questions they might ask. Thus, they are featured in every theme in the H1 syllabus.

Pre-requisite Historical Concepts	Content Themes	Specific Historical Concepts (pegged to individual themes and learning outcomes)
	<b>The Cold War and the Modern World, 1945–2000</b>	
	<b>Theme I</b> *Understanding the Cold War, 1945–1991	<b>Cause &amp; Effect</b>  <b>Change &amp; Continuity</b>
	<b>Theme II</b> The Cold War and Aisa, 1945-1991	
	<b>Theme III</b> The Cold War and the United Nations, 1945–2000	

*Asterisk indicates the theme where the Source-based Study (SBS) question will be set.*

## Pre-requisite Historical Concepts

### **Accounts**

Students understand that accounts of past events are written to answer specific inquiries, and reflect the focus and points of view of their authors.

### **Chronology**

Students recognise the importance of periodisation and are able to construct a chronological framework of historical periods to situate new knowledge within its proper historical context.

### **Empathy**

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 as a means of making sense of the past events they study.

### **Evidence**

Students are aware that historical sources must be understood within their historical context, and that they become evidence only if they have been judged to be useful in verifying, supporting, or substantiating the claims historians make about the past they are studying.

## Specific Historical Concepts

### **Cause & Effect**

Students are aware that there are multiple short-term and long-term causes and consequences and recognise their complex relationships. The consequences of events and actions should be evaluated to establish a hierarchy of causes. There is a need to understand the interplay between actions of historical actors and the conditions at the time.

### **Change & Continuity**

Students understand that some historical developments show a continuation over time while others clearly exhibit a break with the past. The varying pace and direction in change as events progress over time have to be analysed and turning points, if any, need to be identified. There is also a need to use criteria to define periods of history in the areas of study.

Theme I		Understanding the Cold War, 1945–1991 How did the Cold War impact global developments after 1945?	
Overview		Making Connections	
<p>In this theme, students will examine how the Cold War developed after World War II with the USA and USSR emerging as ideologically opposed superpowers. While they never faced off in a direct military confrontation, the two superpowers used various strategies and allies to discredit and weaken each other. Students will also study how the Cold War extended beyond Europe to engulf many parts of the world in a new bipolar international order that saw many peripheral areas of the less developed world assuming central significance. The long-term impact of waging the Cold War eventually culminated in popular movements and leaders' actions to end the Cold War, bringing the focus back to Europe.</p>		<p>Today's multipolar world stands in contrast to the bipolar division of the Cold War years and the unipolar hegemony of the USA in the immediate aftermath of the end of the Cold War. At present, various powers are recognised for their extensive political and economic influence with the USA, the European Union and China being prominent examples. This balance of power between the superpowers and regional powers to achieve international stability continues to be riddled with challenges in the form of terrorism, civil strife and ongoing wars. Understanding the Cold War would provide students with insights into how a superpower like the USA and regional powers behaved and the motivations behind the decisions made.</p>	
Concepts (Students understand:)	Content (Students study:)	Learning Outcomes (Students are able to:)	
<p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>• cause &amp; effect</li> <li>• change &amp; continuity</li> </ul> <p><b>Content Concepts</b></p> <ul style="list-style-type: none"> <li>• superpower</li> <li>• ideology</li> <li>• Cold War</li> <li>• nuclear balance of power</li> <li>• people's power</li> <li>• proxy war</li> </ul>	<p><b>Emergence of Bipolarity after WWII</b></p> <ul style="list-style-type: none"> <li>• Reasons for the emergence of tensions between the USA and USSR</li> <li>• 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</li> </ul> <p><b>A World Divided by the Cold War</b></p> <ul style="list-style-type: none"> <li>• Manifestations of the global Cold War: Korean War (1950–53), Cuban Missile Crisis (1962) <ul style="list-style-type: none"> <li>o Increased bipolar competition between the USA and Soviet Union</li> <li>o Superpowers' search for ideological and strategic allies</li> <li>o Success and limitations in sustaining allies</li> </ul> </li> </ul> <p><b>End of Bipolarity</b></p> <ul style="list-style-type: none"> <li>• US policy of renewed containment and confrontation</li> <li>• Popular movements in the West and the Eastern Bloc to end the Cold War</li> <li>• Collapse of the USSR and the end of the Cold War</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate the factors contributing to the outbreak of the Cold War;</li> <li>• analyse the manifestation of the Cold War conflict across different contexts, and its impact; and</li> <li>• evaluate the reasons for the end of the Cold War.</li> </ul>	

**Note:** The compulsory Source-based Study will be set on Theme I. Essay questions will NOT be set on this theme.

Theme II		The Cold War and Asia, 1945–1991	
		How did the Cold War impact developments in Asia after 1945?	
Overview		Making Connections	
<p>In this theme, students will examine how the Cold War impacted developments in Asia. Through a study of superpower relations with China, students will analyse the extent to which the Cold War impacted Sino-American and Sino-Soviet relations. Students will also examine how changing historical contexts affected the trajectory of superpower relations with China over time during the Cold War. In addition, students will analyse how forces external to and within Southeast Asia contributed to Southeast Asian actors' responses to the development of the Cold War. They will understand that while Southeast Asian countries were not always able to directly influence the manner in which the Cold War developed in the region, they were able to actively respond to Cold War forces as they sought to achieve national and/or regional objectives.</p>		<p>In the international arena today, there remains a focus on the interactions between countries with more established economies, such as America and China. The study of Sino-Soviet and Sino-American relations during the Cold War provides a gateway into exploring the considerations that shape relations between powerful international actors. In addition, shifts in the diplomatic relations between more powerful countries often have significant political and economic implications for the international community and individual countries. In light of this, the manner in which Cold War rivalry impacted Southeast Asia, including Singapore, aptly encapsulates how such shifts in big power relations can affect the domestic and regional landscapes.</p>	
Concepts (Students understand:)	Content (Students study:)	Learning Outcomes (Students are able to:)	
<p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>• cause &amp; effect</li> <li>• change &amp; continuity</li> </ul> <p><b>Content Concepts</b></p> <ul style="list-style-type: none"> <li>• diplomacy</li> <li>• ideology</li> <li>• proxy war</li> <li>• regionalism</li> </ul>	<p><b>Superpower relations with China (1950–1979)</b></p> <ul style="list-style-type: none"> <li>• Sino-Soviet relations <ul style="list-style-type: none"> <li>o Sino-Soviet Treaty of Friendship (1950)</li> <li>o Worsening Sino-Soviet relations (1960–1979)</li> </ul> </li> <li>• Sino-American relations <ul style="list-style-type: none"> <li>o Impact of the Korean War on Sino-American relations</li> <li>o American economic and military aid to Taiwan</li> <li>o Improving Sino-American relations (1970–1979)</li> </ul> </li> </ul> <p><b>The Cold War and Southeast Asia (1945–1991)</b></p> <ul style="list-style-type: none"> <li>• ASEAN and the Cold War <ul style="list-style-type: none"> <li>o Formation of ASEAN</li> <li>o ASEAN's responses to Cold War bipolarity</li> </ul> </li> <li>• The Second Indochina War (1964–1975) <ul style="list-style-type: none"> <li>o Soviet and Chinese support for North Vietnam</li> <li>o American involvement and North Vietnamese responses</li> </ul> </li> <li>• Singapore's Foreign Policy during the Cold War (1965–1991) <ul style="list-style-type: none"> <li>o Development of Singapore's foreign policy after independence: Survival and Realism <ul style="list-style-type: none"> <li>o Singapore's responses to the Second and Third Indochina Wars</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• evaluate the development of superpower relations with China during the Cold War;</li> <li>• analyse the factors contributing to the involvement of external powers in Southeast Asia during the Cold War, and their impact; and</li> <li>• analyse how different actors from Southeast Asia responded to the development of the Cold War in the region.</li> </ul>	

Theme III		The Cold War and the United Nations, 1945–2000	
How did the Cold War impact the development of the United Nations after 1945?		Making Connections	
<p><b>Overview</b></p> <p>In this theme, students will analyse the political effectiveness of the United Nations (UN) in maintaining international peace and security in the context of the Cold War and post-Cold War landscapes. Great power politics had far-reaching implications on the functions and effectiveness of the UN as it strove to maintain international peace and security. In examining peacekeeping operations spanning the Cold War and post-Cold War eras, students will understand the extent of influence which the Cold War had on the UN's development over time.</p>		<p>The UN is the world's most representative inter-governmental organisation. It reflects the potential and enduring challenges of international institutions in maintaining international peace and security, in a world order where nation-states are the primary unit. A study of the development of the UN to its present state highlights how great power politics and national interests will continue to remain significant in determining the effectiveness of the UN's expanding functions.</p>	
<p><b>Concepts (Students understand:)</b></p> <p><b>Historical Concepts</b></p> <ul style="list-style-type: none"> <li>cause &amp; effect</li> <li>change &amp; continuity</li> </ul> <p><b>Content Concepts</b></p> <ul style="list-style-type: none"> <li>collective security</li> <li>power politics</li> <li>sovereignty</li> <li>veto</li> </ul>		<p><b>Content (Students study:)</b></p> <p><b>Organisational Structure of the UN</b></p> <ul style="list-style-type: none"> <li>Impact of the Cold War on the roles of the Security Council, General Assembly and Secretary-General</li> </ul> <p><b>Effectiveness of UN Peacekeeping Operations in Maintaining Peace and Security</b></p> <ul style="list-style-type: none"> <li>The United Nations during the Cold War <ul style="list-style-type: none"> <li>Suez Crisis (1956)</li> <li>Congo (1960)</li> <li>Lebanon (1978–1985)</li> </ul> </li> <li>The United Nations after the Cold War <ul style="list-style-type: none"> <li>Cambodia (1992)</li> <li>Somalia (1992)</li> <li>Kosovo (1999)</li> </ul> </li> </ul>	
<p><b>Concepts (Students understand:)</b></p>		<p><b>Learning Outcomes (Students are able to:)</b></p> <ul style="list-style-type: none"> <li>evaluate how the Cold War influenced the development of the United Nations;</li> <li>analyse the political effectiveness of the United Nations during the Cold War; and</li> <li>analyse the political effectiveness of the United Nations after the Cold War</li> </ul>	

**Note:**

- Essay questions will be set on Themes II and III.
- For Theme III, the essay questions set will not require candidates to compare the effectiveness of UN peacekeeping during and after the Cold War.

## 4. DEVELOPING HISTORICAL UNDERSTANDING THROUGH ASSESSMENT

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### 4.1 FORMATIVE AND SUMMATIVE ASSESSMENT

Assessment is an integral part of the learning process, and closely aligned with curricular objectives, content and pedagogy. For assessment to lead to meaningful learning, decisions on ‘what’ and ‘how’ to assess are anchored by the clarity of its purpose (‘why’).

The timely and holistic assessment of student learning involves both ‘**formative**’ and ‘**summative**’ assessment:

- Formative assessment refers to the manner in which assessment is used to improve teaching and learning. It involves assessment for learning, as teachers and students set learning targets, assess present levels of understanding and then work strategically to narrow the distance between the two.
- Summative assessment is designed to determine the extent to which instructional goals have been achieved. It involves assessment of learning, and is concerned with summarising the learning that students have achieved at particular points in time.

In alignment with general principles of assessment, the techniques used in meaningful summative assessment are determined by curriculum and instructional goals. This contributes to the validity of summative assessment data in reflecting students’ achievement of identified learning outcomes. At the level of syllabus design, Assessment Objectives (below) are aligned with syllabus and learning outcomes for content themes. Collectively, these reflect the importance of teaching for conceptual understanding, and highlight the aim of the ‘A’ Level History curriculum to develop historical understanding.

### 4.2 ASSESSMENT OBJECTIVES (AOs)

Candidates are expected to:

<b>AO1 Demonstrate Historical Knowledge and Understanding</b>	<ul style="list-style-type: none"><li>• Select and deploy historical knowledge appropriately, and communicate historical knowledge and understanding in a clear and effective manner.</li></ul>
<b>AO2 Critically Analyse and Evaluate Historical Issues</b>	<ul style="list-style-type: none"><li>• Construct historical explanations that demonstrate an understanding of historical concepts and issues within a historical period.</li><li>• Make judgements and reach conclusions based on reasoned consideration of historical evidence and interpretations.</li></ul>
<b>AO3 Interpret &amp; Evaluate Sources</b>	<ul style="list-style-type: none"><li>• Interpret, evaluate and use source materials in context as historical evidence.</li><li>• Make judgements and reach conclusions based on reasoned consideration of historical sources.</li></ul>

### 4.3 SCHEME OF ASSESSMENT

#### Assessment Specification Grid

Assessment Objective	Paper 1	Total
AO1 + AO2	60 Marks	60%
AO1 + AO3	40 Marks	40%
Total	100 Marks	100%

**Note:** AO1 forms part of the testing of AO2 and AO3.

#### Assessment Format

The examination consists of one paper, with duration of 3 hours. The assessment modes comprise a compulsory Source-based Study and essay questions.

#### The Cold War and the Modern World, 1945–2000 (3 hours, 100% weighting)

Section	Item & Description	AOs	Marks
A (Source-Based Case Study)	<b>(Theme I: Understanding the Cold War, 1945–1991)</b> Candidates will answer the <u>compulsory</u> source-based case study set, comprising two sub-questions (a): Compare two sources (10 marks; 10%) (b): Test assertion using all sources (30 marks; 30%)	AO1 + AO3	40 Marks (40%)
B (Essays)	Candidates will answer: <ul style="list-style-type: none"><li>1 out of 2 essay questions set on Theme II (30 marks; 30%)</li><li>1 out of 2 essay questions set on Theme III (30 marks; 30%)</li></ul>	AO1 + AO2	60 Marks (60%)

**Note:** AO1 forms part of testing of AO2 and AO3.

#### Source-based Study

Theme I: Understanding the Cold War, 1945–1991 is prescribed for the Source-based Study. Students are expected to have a sound knowledge of the prescribed themes and an acquaintance with the kinds of sources available. The question will be based on sources that might be used by historians in building up an account of the topic. Both primary and secondary sources could be used for the Source-based Study. Students will be expected to have an understanding of the ways in which these sources may be evaluated, but an understanding of historiography will not be required in source analysis and evaluation.

A maximum of five sources will be set for the Source-based Study. Differing accounts of the same situations or accounts from the same source may be set. These accounts may show different views as time progresses or in communicating with different recipients. A variety of sources may be used, for example, documentary, statistical, visual and maps. The sources set will total a maximum of 800 words (or their equivalent where non-textual sources are used). The first sub-question requires students to compare two sources. The second sub-question poses students with an assertion which they need to test against given the set of sources and their background knowledge of issues.

The source-based sub-questions will be assessed using holistic band descriptors. The assessment involves qualitative rather than quantitative evaluation. Judgements on the appropriate band of each response assessed will be based on the principle of 'best fit' determined by the descriptions within each band which has several assessment criteria.

## Essay Questions

Students' answers should be focused and show evidence of historical understanding and reading. In addition, the answers should demonstrate a high level of conceptual ability and an evaluation of the assumptions implied in the question. Students are required to answer in continuous prose and the clarity of language used by the candidate in presenting the argument will be taken into account. Essay questions will not be set on Theme I which is prescribed for source-based study.

The essay questions will be assessed using holistic band descriptors. The assessment involves qualitative rather than quantitative evaluation. Judgements on the appropriate band of each essay assessed will be based on the principle of 'best fit' determined by the descriptions within each band which has several assessment criteria.