

HISTORY

HUMANITIES (HISTORY)

TEACHING AND LEARNING SYLLABUSES

Upper Secondary

Express Course

Normal (Academic) Course

Implementation starting with
2023 Secondary Three Cohort



Ministry of Education
SINGAPORE

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SECTION 1:

INTRODUCTION

Value of History in the 21st Century

Desired Outcomes of Education

21st Century Competencies

National Education

Aims

Qualities of a History Learner

Historical Concepts

1. INTRODUCTION

“Historical education achieves a number of goals at once: it trains the mind, enlarges the sympathies, and provides a much-needed historical perspective on some of the most pressing problems of our time.”

- John Tosh, *The Pursuit of History*, 1991

1.1 Value of History in the 21st Century

History education in Singapore seeks to develop in students an appreciation of past human experiences, a critical awareness of the nature of historical knowledge, and the ability to make connections between the past and present. In a world where attention is often divided between concerns over the present and the future, the relevance of History is often questioned. However, learning to manage the present and anticipate the future would not be possible without knowing the past.

History prepares students to thrive as citizens in a complex and fast-changing world by equipping them with the knowledge and skills to understand how forces, events and developments of the past shaped today's world. It also develops in students a disciplined and critical mind to discern and make informed judgements based on a consideration of multiple perspectives and reasoned and well-substantiated conclusions. History also helps students to participate actively in a globalised world, as they learn to make sense of ambiguous and complex global developments, appreciate the local context and engage with different cultures and societies sensitively.

1.2 Desired Outcomes of Education

History education seeks to nurture in students the attributes outlined in the Desired Outcomes of Education by the time they complete their formal education. Children schooled in the Singapore education system should possess:

- a good sense of self-awareness;
- a sound moral compass; and
- the necessary skills and knowledge to take on 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 judgment, 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.

1.3 21st Century Competencies (21CC)

The 21CC Framework (see **Figure 1.1**) outlines the core values and competencies that help students thrive in a fast-changing world by equipping them to face challenges and seize new and exciting opportunities.

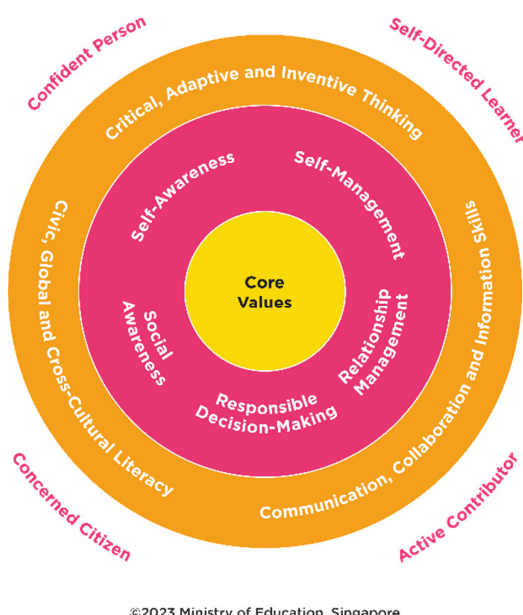


Figure 1.1: MOE 21CC Framework

The Upper Secondary History syllabuses contribute to the development of 21CC through the following ways:

Core Values

Students develop 21CC core values as they learn more about the historian's craft and reflect on the actions of historical actors and their impact. Understanding the nature of historical knowledge as an interpretation of the past and the task of historical inquiry require students to demonstrate **resilience** by tolerating ambiguity and asking useful questions to uncover and understand the past. When engaging in historical discussions and debates, students need to demonstrate **respect** towards others' interpretations of the past by seeking to understand the evidential basis of historical arguments. They also need to be sensitive to how interpretations of the past and the actions of historical actors are shaped by the historical context and circumstances. Students show **integrity** by critically analysing sources and different perspectives and modifying their interpretations of the past when faced with new compelling evidence. The study of historical agency and the interconnections between global,

regional and local developments reinforces the value of **harmony** and deepens students' sense of **responsibility** and **care** as they develop the historical perspective needed to understand how individual actions can impact others and contribute to the betterment of the community and the world.

Social and Emotional Competencies

Learning experiences in the Upper Secondary History classroom encourage collaborative learning and help students build the competencies required to manage their own emotions, develop care and concern for others, make responsible decisions, establish positive relationships and overcome challenges in their personal growth. For example, when students collaborate with each other during a historical inquiry, they develop **social awareness** and **relationship management** when they learn to mediate different views and approaches to construct an understanding of a historical issue. As students assess different perspectives and evidence, they engage in **responsible decision-making** in order to arrive at informed judgements on a historical issue. Through such discussions, students learn **self-awareness** and **self-management** as they manage their own emotions while building on and challenging each other's views.

Competencies for a Globalised World

The knowledge and skills covered in the Upper Secondary History curriculum develop competencies that are necessary for students to respond to and thrive in a globalised world.

- **Civic, Global, and Cross-Cultural Literacy.** The curriculum content supports students in drawing connections between historical developments and emerging national and global trends. They are equipped with a historical perspective that helps them respond to understand and think with discernment about global issues, interconnections and trends, and form informed perspectives on them. Knowledge of different societies and appreciating the need to understand the unique conditions faced by historical actors enables students to contribute constructively to their community and nation, interact respectfully and empathically with others in diverse communities, and act as responsible citizens of Singapore and the world.
- **Communication, Collaboration and Information Skills.** Developing historical understanding and the experience of historical inquiry equip students with the ability to seek, evaluate and synthesise contending perspectives on a historical issue. Students learn to interrogate historical sources by analysing information for meaning and discerning its veracity as they construct and evaluate historical interpretations and arguments. The History curriculum provides many opportunities for collaborative learning to achieve the shared goal of a deeper understanding of history. Group discussions and inquiry-based learning focus on collaborative knowledge-building and the co-construction of knowledge.
- **Critical, Adaptive, and Inventive Thinking.** Historical thinking and engaging students in historical inquiry are central to the development of critical, adaptive, and inventive thinking in the discipline. Inquiry-based learning and understanding historical concepts equip students with the capacity to challenge assumptions, ask questions and engage in historical reasoning to construct historical knowledge. Historical reasoning involves

critically analysing sources as evidence and synthesising information and perspectives across different contexts and domains to yield new insights. Metacognition is key in deepening historical understanding, as students reflect on the process of inquiry, manage the complexity of constructing historical knowledge as well as appreciate the limitations of historical interpretations in knowing the past.

1.4 National Education (NE)

The 2023 Upper Secondary History syllabuses contribute to the development of the three key National Education (NE) citizenship dispositions, namely a sense of belonging, a sense of hope, and a sense of reality. These citizenship dispositions will empower students with the will to act.

Students develop a critical awareness of global events through a study of key forces and developments that shaped the late 19th and 20th centuries. These include the colonisation and decolonisation of Southeast Asia, the rise of authoritarian regimes, the outbreak and end of World War II, as well as the origins, extension and end of the Cold War. This backdrop of regional and global developments provides students with an understanding of how the past shaped contemporary developments. It sensitises students to the reality in which countries, including Singapore, operate, and helps them to make sense of the constraints, vulnerabilities and the contemporary realities that confront us as a country.

Through the content, students are equipped with the knowledge of how different groups of people exercised their agency that shaped and impacted key historical developments. They will evaluate the consequences and impact of the decisions and actions taken by individuals and states on societies and the world order. Students will come to understand that people in the past were not merely passive observers of developments and events. Instead, their actions and decisions resulted from a series of choices which sometimes even had an impact on regional and global developments. Through this, students will learn the importance of making decisions based on sound values.

In addition, students will learn about the aspirations of different groups of people, and how people worked together to overcome challenges, driven by a common resolve. These real-life historical examples serve to encourage students in maintaining a sense of hope and optimism even in difficult circumstances, and to remind them of the need for resilience and collective resolve to face the challenges ahead.

Students also learn to empathise and make connections with the experiences of the people in the past, which allow them to identify with the communities around them. They also learn to listen to diverse voices and stay open to accept others who are different from them. Drawing on the lessons from the past, students can consider how they might contribute to improving their lives and the lives of others around them.

1.5 Aims

The Upper Secondary History syllabuses reflect the value placed on the study of history by seeking to:

- engage students actively in historical inquiry so as to develop them into confident, self-directed, critical and reflective thinkers;
- enable students to acquire knowledge and an understanding of how the past has been interpreted, represented and accorded significance for different reasons and purposes;
- develop an inquisitive mind in students with the ability to ask relevant questions about the past and examine a range of sources critically in their historical context to reach substantiated judgements about the past;
- develop in students the ability to organise and communicate their historical knowledge and understanding through a variety of ways using different media;
- equip students with the necessary historical knowledge, understanding, dispositions and skills to understand the present and contribute actively and responsibly as local and global citizens; and
- inspire students to further study and pursue their personal interest in the past.

1.5.1 Learning Outcomes

Knowledge and Understanding

At the end of the course, students should be able to demonstrate their knowledge and understanding of:

- history as a construct – history is constructed from evidence and there are different interpretations of historical events;
- the key characteristics of the periods studied – this includes 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;
- the interconnections between individuals, societies, events and developments studied and those in the present day;
- key individuals, groups, forces, events and ideas that shaped the development of the political, social and cultural contexts of our world today; and
- the process of change by showing change and / or development within and across the periods studied.

Skills

Students should be able to employ the following skills to demonstrate their knowledge and understanding:

- establishing historical patterns and relevance to the present;
- comparing different aspects of the periods, events and issues studied to establish change and continuity;
- analysing and evaluating the causation (cause and effect) of historical events and situations whilst avoiding abstract generalisations;
- assessing and establishing the significance of individuals, ideas, events, forces and developments for societies;

- identifying points of view in history through distinguishing bias, fact and opinion in history writing;
- analysing, evaluating and synthesising historical information from a variety of media to make informed conclusions; and
- organising and communicating historical knowledge and understanding in a coherent way.

Values and Attitudes

Students should also be able to demonstrate the core values and mindsets associated with history learning by:

- showing sensitivity to how people's values and beliefs shape their interpretations of events, issues or developments in any specific time and space;
- being 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;
- showing openness to and respect for diverse and sometimes opposing viewpoints;
- empathising with people from different social, cultural, economic and political backgrounds;
- modifying and adapting their thinking and actions according to multiple sources of information, perspectives and different circumstances, guided by the core values;
- being able to handle ambiguity and pose relevant questions to conduct further investigation independently;
- identifying and embracing connections between themselves and the larger community (past and present) and realising that their actions impact others, thus promoting in them a commitment to improving the community and country; and
- making judgements on historical events and determining the ways in which they can respond to these events guided by the core values.

1.6 Qualities of a History Learner

Historical content, historical thinking concepts and the accompanying skills equip students to think critically about the nature of historical knowledge. This in turn contributes to the development of the seven qualities of a history learner. These qualities, which the History curriculum (from lower secondary to pre-university) aims to develop in students, are shown in **Figure 1.2**.

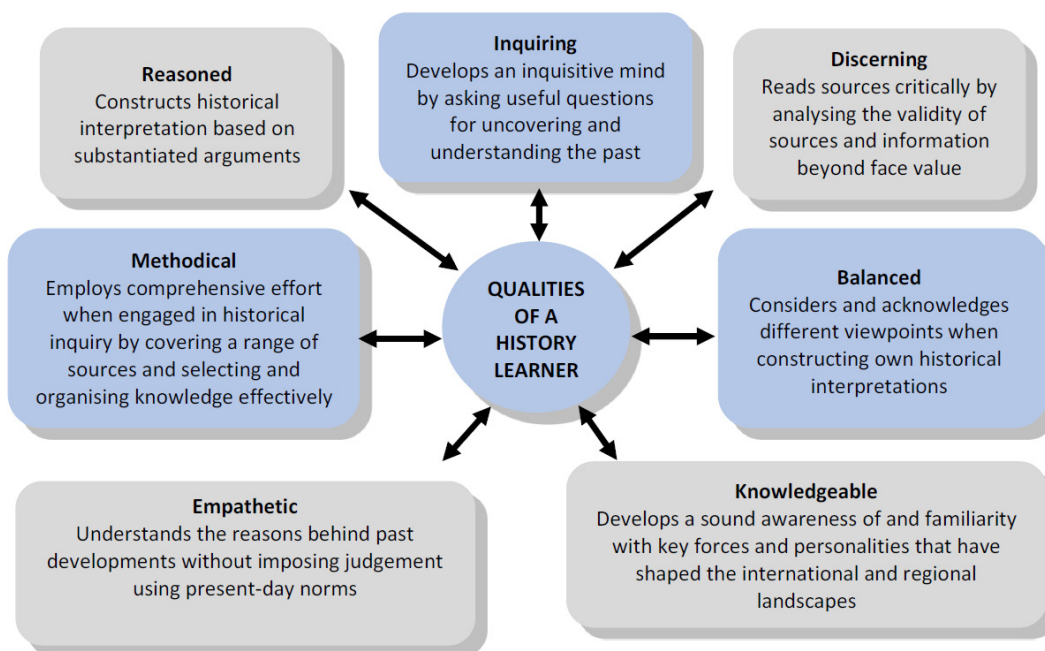


Figure 1.2: Qualities of a History Learner

1.7 Historical Concepts

For students to understand how historians work and how historical knowledge is constructed, it is essential that they understand historical concepts. These historical concepts are *chronology*, *evidence*, *accounts*, *causation*, *change and continuity*, *significance*, *empathy* and *diversity* (see **Table 1.1**). A sound grasp of these concepts not only helps to broaden students' historical knowledge but also deepens their understanding of the discipline. The syllabuses develop in students historical thinking skills to examine the interconnections between the historical developments in the Asia-Pacific and the Atlantic world, and how these developments have shaped the world system.

Table 1.1: Historical Concepts

Chronology

- Chronology is the listing of dates and events in the order that they occurred. Historians use these dates and sequence of events to write their accounts of the past.
- Knowing the chronology of events in history enables students to know what happened (the main event), when it happened (the date / period), and in what order it happened (the sequence or development of events). A good grasp of chronology enables students to understand developments and see patterns over time.

Evidence

- Evidence is used by historians to support their interpretations of or arguments about the past. Evidence is derived from the interrogation of historical sources.
- Understanding the way evidence is derived helps students to be discerning when encountering historical arguments postulated by historians. Students must question and assess sources in terms of their origins, nature, purpose and content to determine the value of sources as evidence so as to verify, support, or address the questions that historians put forth to investigate the past.

Accounts

- Accounts are typically historians' reconstructions of events that happened in the past. These writings answer specific questions and reflect the focuses and points of view of their authors.
- Understanding the nature of accounts enables students to recognise that there can be no single or complete account of the past. Different accounts of the same event are natural as they exist to address or answer different questions about the past.

Cause and Effect (Causation)

- Historians examine causation in history to understand why and how events happened.
- Different events in history can have different effects on people, political systems, economies, and geography over time.
- Examining causation helps students understand that there is no single cause for one event; most events happen because of a combination of circumstances and the decisions and actions of historical actors. Likewise, students will understand that events can have multiple consequences, which may be intended or unintended.

Change and Continuity

- Historians use change and continuity to describe, compare or evaluate developments in places and societies over time.
 - Understanding change and continuity helps students recognise that there are different aspects and different paces of change, and that change and continuity can exist together.
-

Significance

- The notion of significance in history goes beyond straightforward considerations about important factors or impact. Significance is an assessment as to why an event, person, idea or issue mattered in a way that has deep consequences throughout history, and which have affected people over an extended period of time, even till today.
 - Significance is not inherent in the event, person, idea or issue itself. It can be contested, is not decided by just one group of people and is ascribed by historians based on a set of criteria.
-

Historical Empathy

- Historical empathy is the disposition of taking the perspectives of people who lived in the past. Historians develop an empathetic understanding of the people they study by investigating and familiarising themselves with the contexts, constraints, values, ideas, attitudes and beliefs of people in the past.
 - Developing historical empathy enables students to understand the actions of people who lived in another time and place, and the way they viewed the world. Students can then appreciate how different contexts, constraints, values, ideas, attitudes and beliefs may have affected how those who lived in the past thought, felt and behaved.
-

Diversity

- Understanding diversity involves recognising that people's experiences throughout history vary along different lines, including ethnic groups, national loyalties, geographical boundaries, social class, religious affiliations, gender, and age.
 - Studying these forms of diversity – in terms of the differences (or similarities) in the experiences – enables students to appreciate and understand the richness and complexity of the past. Introducing students to the similarities and differences of people's experiences in the past can broaden their worldview and inform their own views about history and the past.
-

SECTION 2:

CONTENT

Overview of the Upper Secondary History Syllabuses
Overview of the Upper Secondary Humanities (History) / Elective
History Syllabuses

2. CONTENT

2.1 Overview of the Upper Secondary History Syllabuses

The revised Ordinary (O) and Normal (Academic) [N(A)] History syllabuses seek to develop students' understanding of how the present world system came into being and the interconnectedness of nation states and peoples. This understanding is important for our students to function as effective citizens and participants in the 21st century. The syllabuses are framed by a metanarrative that enables students to acquire an understanding of the key forces and events that shaped the history of the late 19th to 20th century. Students will examine the changing context of world politics and the different responses of individuals and groups to these developments at the local, regional and global levels. They will evaluate the consequences and impact of the decisions and actions taken by individuals and states. Through studying the key developments of colonisation, the rise of authoritarian regimes, World War II, the Cold War and decolonisation, students will be better equipped to comprehend and explain contemporary developments in the region and the world today.

The **O- and N(A)-Level History syllabuses**¹ are framed by two units:

- **Unit 1:** Extension of European Control in Southeast Asia and Challenges to European Dominance, 1870s–1942
- **Unit 2:** Developments in the Post–World War II World: Decolonisation and the Cold War, 1940s–1991

Tables 2.1 and 2.2 give an overview of topics in the O- and N(A)-Level History syllabuses respectively.

¹ The examination syllabus code for O-Level History is **2174** and the examination syllabus code for N(A)-Level History is **2195**.

Table 2.1: Overview of Topics in the O-Level (2174) History Syllabus

Unit 1: Extension of European Control in Southeast Asia and Challenges to European Dominance, 1870s–1942
Overview of Southeast Asia and its polities before 1870 [Non-examinable]
<i>Note: The compulsory case study of Malaya and <u>either</u> the case study of Indonesia <u>or</u> Vietnam will be studied in the context of the extension of European control in the late 19th century.</i>
Extension of European Control in Southeast Asia <ul style="list-style-type: none"> British Malaya, 1870s–1920s (Compulsory)* Either Dutch Indonesia, 1870s–1920s, OR French Vietnam, 1870s–1920s
After World War I <ul style="list-style-type: none"> Overview of World War I [Non-examinable] Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s
Rise of Authoritarian Regimes <ul style="list-style-type: none"> Overview of the attempts at establishing viable political systems after World War I [Non-examinable] Case Study of Nazi Germany* Case Study of Militarist Japan, 1920s–1930s
War in Europe and Asia <ul style="list-style-type: none"> Key developments leading to the outbreak of World War II in Europe* Key developments leading to the outbreak of World War II in the Asia-Pacific
Unit 2: Developments in the Post–World War II World: Decolonisation and the Cold War, 1940s–1991
<i>Note: Teachers should note that detailed study of the military campaigns of World War II is not required.</i>
War in Europe and Asia <ul style="list-style-type: none"> Reasons for end of World War II
The Cold War <ul style="list-style-type: none"> Origins and development of the Cold War in Europe* Extension of the Cold War outside Europe: Case study of Korean War, 1950–1953* Extension of the Cold War outside Europe: Case study of Vietnam War, 1954–1975
Decolonisation and Establishment of Newly Independent Nations in Southeast Asia <ul style="list-style-type: none"> British Malaya, 1945–1957 (Compulsory)* Either Dutch Indonesia, 1945–1949, OR French Vietnam, 1945–1954
End of the Cold War, 1980s–1991 <ul style="list-style-type: none"> Overview of different phases of thawing and rising tensions between the USA and the USSR in the 1960s and 1970s [Non-examinable] Decline of the USSR and the end of the Cold War

* Source-based Case Study will only be set on the case studies indicated by the symbol [*].

Table 2.2: Overview of Topics in the N(A)-Level (2195) History Syllabus

Unit 1: Extension of European Control in Southeast Asia and Challenges to European Dominance, 1870s–1942
Overview of Southeast Asia and its polities before 1870 [Non-examinable]
<i>Note: The compulsory case study of Malaya will be studied in the context of the extension of European control in the late 19th century.</i>
Extension of European Control in Southeast Asia <ul style="list-style-type: none"> British Malaya, 1870s–1920s (Compulsory)*
After World War I <ul style="list-style-type: none"> Overview of World War I [Non-examinable] Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s
Rise of Authoritarian Regimes <ul style="list-style-type: none"> Overview of the attempts at establishing viable political systems after World War [Non-examinable] Case Study of Nazi Germany* Case Study of Militarist Japan, 1920s–1930s
War in Europe and Asia <ul style="list-style-type: none"> Key developments leading to the outbreak of World War II in Europe* Key developments leading to the outbreak of World War II in the Asia-Pacific
Unit 2: Developments in the Post–World War II World: Decolonisation and the Cold War, 1940s–1991
<i>Note: Teachers should note that detailed study of the military campaigns of World War II is not required.</i>
War in Europe and Asia <ul style="list-style-type: none"> Reasons for end of World War II
The Cold War <ul style="list-style-type: none"> Origins and development of the Cold War in Europe* Extension of the Cold War outside Europe: Case study of Korean War, 1950–1953 Extension of the Cold War outside Europe: Case study of Vietnam War, 1954–1975
Decolonisation and Establishment of Newly Independent Nations in Southeast Asia <ul style="list-style-type: none"> British Malaya, 1945–1957 (Compulsory)*
End of the Cold War, 1980s–1991 <ul style="list-style-type: none"> Overview of different phases of thawing and rising tensions between the USA and the USSR in the 1960s and 1970s [Non-examinable] Decline of the USSR and the end of the Cold War

* Source-based Case Study will only be set on the case studies indicated by the symbol [*].

2.2 Overview of the Upper Secondary Humanities (History) / Elective History Syllabuses

The revised O- and N(A)-Level Humanities (History) / Elective History syllabuses seek to develop in students an understanding of how the present world system came into being and the interconnectedness of nation states and peoples. This understanding is important for our students to function as effective citizens and participants in the 21st century. The syllabuses are framed by a metanarrative to help students to acquire an understanding of the key forces and events that shaped the history of the late 19th to 20th century. Students will examine the changing context of world politics and the different responses of individuals and groups to these developments at the local, regional and global levels. They will evaluate the consequences and impact of the decisions and actions taken by individuals and states. Through studying the key developments of the rise of authoritarian regimes, World War II and the Cold War, students will be better equipped to comprehend and explain contemporary developments in the region and the world today.

The **O- and N(A)-Level Humanities (History)² / Elective History syllabuses** are framed by two units:

- **Unit 1:** Challenges to European Dominance after World War I, 1910s–1942
- **Unit 2:** Developments in the Post–World War II World: The Cold War, 1940s–1991

Tables 2.3 and 2.4 give an overview of topics in the O- and N(A)-Level Humanities (History) / Elective History syllabuses respectively.

² The examination syllabus code for O-Level Humanities (History) is **2261** and the examination syllabus code for N(A)-Level Humanities (History) is **2126**.

Table 2.3: Overview of Topics in the O-Level Humanities (History) / Elective History (2261)
Syllabus

Unit 1: Challenges to European Dominance after World War I, 1910s–1942
After World War I <ul style="list-style-type: none"> • Overview of World War I [Non-examinable] • Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s
Rise of Authoritarian Regimes <ul style="list-style-type: none"> • Overview of the attempts at establishing viable political systems after World War I [Non-examinable] • Case Study of Nazi Germany* • Case Study of Militarist Japan, 1920s–1930s
War in Europe and Asia <ul style="list-style-type: none"> • Key developments leading to the outbreak of World War II in Europe* • Key developments leading to the outbreak of World War II in the Asia-Pacific
Unit 2: Developments in the Post–World War II World: The Cold War, 1940s–1991
<p><i>Note: Teachers should note that detailed study of the military campaigns of World War II is not required.</i></p> War in Europe and Asia <ul style="list-style-type: none"> • Reasons for end of World War II
The Cold War <ul style="list-style-type: none"> • Origins and development of the Cold War in Europe* • Extension of the Cold War outside Europe: Case study of Korean War, 1950–1953* • Extension of the Cold War outside Europe: Case study of Vietnam War, 1954–1975
End of the Cold War, 1980s–1991 <ul style="list-style-type: none"> • Overview of different phases of thawing and rising tensions between the USA and the USSR in the 1960s and 1970s [Non-examinable] • Decline of the USSR and the end of the Cold War

* Source-based Case Study will only be set on the case studies indicated by the symbol [*].

Table 2.4: Overview of Topics in the N(A)-Level Humanities (History) / Elective History (2126) Syllabus

Unit 1: Challenges to European Dominance after World War I, 1910s–1942
After World War I <ul style="list-style-type: none"> • Overview of World War I [Non-examinable] • Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s
Rise of Authoritarian Regimes <ul style="list-style-type: none"> • Overview of the attempts at establishing viable political systems after World War I [Non-examinable] • Case Study of Nazi Germany*
War in Europe and Asia <ul style="list-style-type: none"> • Key developments leading to the outbreak of World War II in Europe* • Key developments leading to the outbreak of World War II in the Asia-Pacific
Unit 2: Developments in the Post–World War II World: The Cold War, 1940s–1991
<p><i>Note: Teachers should note that detailed study of the military campaigns of World War II is not required.</i></p> War in Europe and Asia <ul style="list-style-type: none"> • Reasons for end of World War II
The Cold War <ul style="list-style-type: none"> • Origins and development of the Cold War in Europe* • Extension of the Cold War outside Europe: Case study of Vietnam War, 1954–1975
End of the Cold War, 1980s–1991 <ul style="list-style-type: none"> • Overview of different phases of thawing and rising tensions between the USA and the USSR in the 1960s and 1970s [Non-examinable] • Decline of the USSR and the end of the Cold War

* Source-based Case Study will only be set on the case studies indicated by the symbol [*].

SECTION 3:

PEDAGOGY

Learning through Inquiry-based Learning in the History Classroom
Teaching for Conceptual Understanding in Upper Secondary History
Supporting Teaching and Learning in Upper Secondary History

3. PEDAGOGY

Historical inquiry is the key pedagogy for the teaching of History as it reflects how historians construct historical interpretations and accounts. This contributes to the development of 21CC in students, particularly in the domain of critical thinking and information processing. The use of inquiry in the History classroom allows students to reflect on historical questions and issues and investigate the past and make reasoned historical interpretations. This allows them to actively construct knowledge rather than just passively take in information (in line with constructivist theory). As students experience the world and reflect on those experiences, they build their own representations and incorporate new information into their pre-existing knowledge. The implications for how we view student learning are as follows:

- 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.
- As knowledge cannot be directly imparted to students, the goal of teaching is to provide experiences that facilitate the construction of knowledge.

To engage students in historical thinking, teachers should recognise that how students learn History is as important as what they learn.

3.1 Learning through Inquiry-Based Learning in the History Classroom

Historical inquiry, which reflects the process of “doing history”, entails four phases: Sparking Curiosity, Gathering Evidence, Exercising Reasoning and Reflective Thinking (**Figure 3.1**). Through these phases, students are guided through a process to construct, interpret, and evaluate knowledge from different perspectives. Students will also monitor, assess and improve their learning.

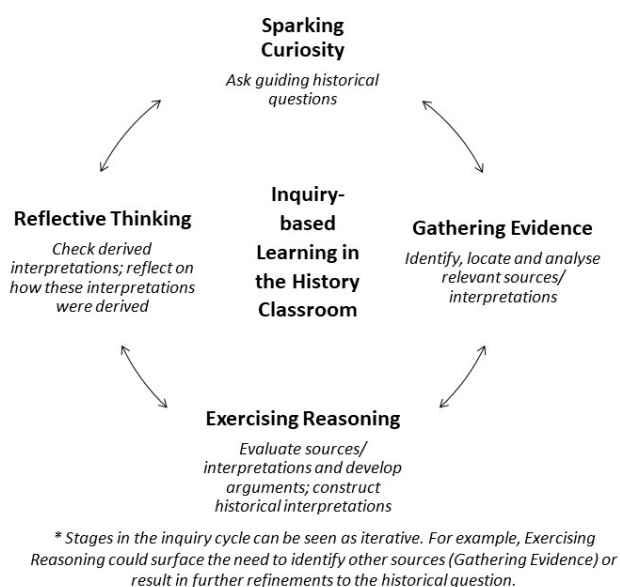


Figure 3.1: The Historical Inquiry Process

Scoping the Inquiry

Students should be gradually inducted into the process of historical inquiry with close guidance and scaffolding from teachers. This will help students to incrementally develop their inquiry abilities and to become more proficient and confident in performing inquiry independently. **Table 3.1** outlines four levels of inquiry that could be carried out at the upper secondary level. The teachers' role as facilitators is critical as they adapt the teaching pace, approaches and assessment practices to be developmentally appropriate for students. They could provide students with different levels of guidance, for example, in the form of the provision of sources, teacher modelling and scaffolding at different levels of inquiry. Thus, teachers need to adopt a blend of historical inquiry and appropriate direct instruction to support students' learning of history.

Table 3.1 Four Levels of Inquiry

Level 1 Confirmation Inquiry	Level 2 Structured Inquiry	Level 3 Guided Inquiry	Level 4 Open Inquiry
Focus is on introducing and familiarising students to inquiry; learning requisite skills like analysing sources to arrive at a pre-established conclusion .	Focus is on reinforcing the experience of inquiry to students; practising specific skills; analysing data to arrive at their own conclusion . Students can choose from a list of possible inquiry questions.	Focus is on facilitating students to formulate their own question, planning and carrying out their inquiry to arrive at their own conclusion .	Focus is on students formulating their own question , designing and following through with developed procedures and communicating results / findings.

Pedagogical Practices of the STP

How teachers prepare lessons and build a positive classroom culture have a strong impact on the effectiveness of historical inquiry. The STP supports teachers in implementing historical inquiry to facilitate effective teaching and learning, and engage students throughout the process:

- The Pedagogical Practices (see **Figure 3.2**) describe four fundamental **Teaching Processes (TP)** and twenty-four **Teaching Areas (TA)**. Teachers may consider the use of these TAs before, during and after their interaction students through historical inquiry.

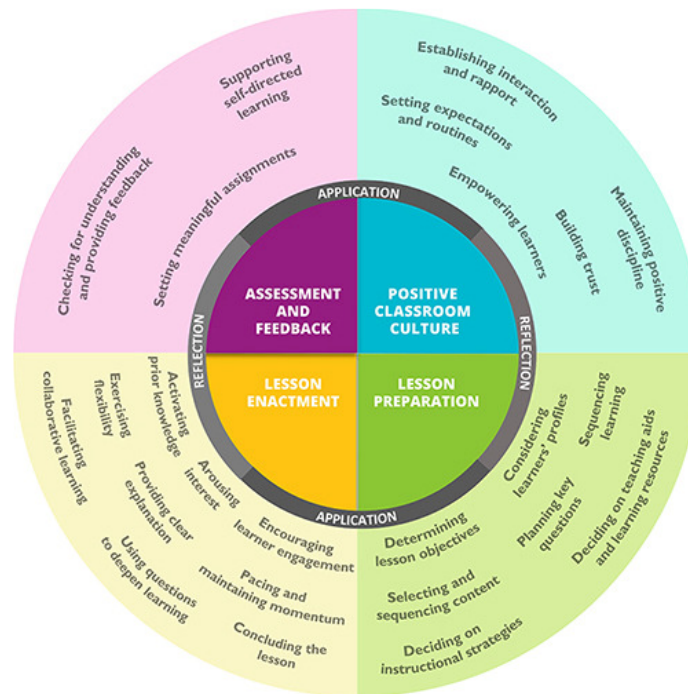


Figure 3.2: Pedagogical Practices of the Singapore Teaching Practice

3.2 Teaching for Conceptual Understanding in Upper Secondary History

Students encounter two types of concepts in the Upper Secondary History syllabuses: content concepts and historical concepts. Both types of concepts equip students with the conceptual lenses to think historically and organize historical knowledge in meaningful ways, thereby contributing to deeper historical understanding.

Developing Students' Understanding of Content Concepts

Content concepts enable students to organise the past in meaningful ways, while understanding how their meanings shift over time and space. For example, the study of militarist Japan as a contrasting case study to Nazi Germany expands students' understanding of the types of authoritarian regimes. Beyond one that is only centred on a key personality, students will see that an authoritarian regime could also be one that is dominated by a particular faction in the government. Students will also understand the different characteristics of colonisation and how it differs across countries through the study of Malaya and Indonesia or Vietnam.

As organising frames, content concepts help students connect knowledge across content topics. Content concepts are also useful in helping students draw connections between the past and present. Developing students' understanding of content concepts equips them to organise information in meaningful ways so that they are less likely to be overwhelmed by a mass of detail. Teachers are also able to draw students' attention to details and historical contexts in discussing how the meanings of these terms change over time and space.

Developing Students' Understanding of Historical Concepts

Historical concepts equip students with the capacity to analyse and construct historical arguments; this is also known as historical thinking. For example, through the concept of *evidence*, students understand that historians interrogate historical sources to derive the evidence to support their interpretations of the past. Based on this understanding, students engage in sourcing, contextualisation and corroboration to determine the value of sources as evidence and to verify, support or substantiate historians' claims.

Developing Students' Historical Literacy

Historical literacy refers to the ability to “read historical texts critically, to write thoughtfully, and to engage in meaningful discussions about the past”. Developing content and historical conceptual understanding is closely intertwined with developing historical literacy. **Content concepts** facilitate students' ability to comprehend and articulate the contents of historical texts and arguments, and focus their attention on understanding information within its historical context. Historical literacy, in developing students' capacity to read and write about the past, contributes to their capacity to deepen their understanding of content concepts. **Historical concepts** provide the disciplinary underpinnings for how historians read and communicate in specialised ways. Historical literacy deepens students' understanding of historical concepts as students use them to construct and communicate historical knowledge and arguments.

3.3 Supporting Teaching and Learning in the Upper Secondary History Classroom

Blended Learning

Blended Learning in MOE's context transforms our students' educational experience by providing them with a more seamless blending of different modes of learning. The key intents are to nurture (i) self-directed and independent learners; and (ii) passionate and intrinsically motivated learners. An aspect of Blended Learning is the integration of home-based learning (HBL) as a regular feature of the schooling experience. HBL can be a valuable complement to in-person schooling.

Blended Learning presents an opportunity to re-think curriculum and assessment design and innovate pedagogies for a more effective and student-centric educational experience. It involves giving students more ownership and agency over how they learn, at a pace they are comfortable with. It also offers scope for teachers to tap the advantages of both in-person learning and distance learning to plan lessons best suited to each mode of learning opportunity. For effective Blended Learning experiences, traditional in-class learning should be thoughtfully integrated with other learning approaches such as technology-based approaches. Teachers should be intentional and selective with the aspects of the curriculum to be delivered in school or at home, and leverage technology where it is meaningful and helpful for learning.

Teaching with Technology

The aim of e-Pedagogy is to create a **participatory, connected and reflective** classroom to nurture the future-ready learner. Technology can enhance the quality of teaching and learning by allowing for greater interactivity between learners and learning materials, provision of quicker feedback,

greater learner choice and fostering faster and more diverse communication across physical boundaries.

Technology can enhance learning processes in at least seven areas. These are enabling personalisation, providing differentiation, embedding scaffolds for learning, facilitating learning together, supporting assessment for learning, fostering conceptual change and developing metacognition. Through this, students take ownership of their learning and participate in personalised learning experiences. They engage in collaborative learning experiences while connecting with their peers, community and the world. Through data-driven understanding, teachers can also optimise student learning experiences.

Differentiated Instruction in the Diverse Upper Secondary History Classroom

With the implementation of Full Subject-Based Banding in all schools by 2024, there will be greater diversity in the History classroom. Teachers will need to plan for differentiated instruction to better support students' learning. This includes considering the various student backgrounds, readiness levels, languages, interests and learning preferences. Differentiated instruction allows teachers to introduce social and collaborative learning experiences and allows students to take ownership of their learning.

Planning for different approaches in a differentiated classroom begins with having clarity about common learning goals for all learners. The means to arrive at these common learning goals, however, is differentiated to provide relevant and meaningful learning experiences for students. In a differentiated classroom, there are many ways to achieve this – teachers can differentiate by modifying the content, process and product to meet and, where appropriate, extend learning goals.

SECTION 4:

ASSESSMENT

Purpose of Assessment

Assessment Components of Upper Secondary History Syllabuses

Upper Secondary History Assessment Objectives and Specification Grid

4. ASSESSMENT

4.1 Purpose of Assessment

Assessment is the process of gathering and analysing evidence about student learning and development for making appropriate instructional decisions and for enhancing learning. Assessment plays an integral role in the teaching and learning of history and must be closely aligned with curricular objectives, content and pedagogy. It facilitates meaningful learning of history and helps support the development of students' 21CC.

Learner-centred

Assessment is learner-centred when assessment information is used to support learning and students are given 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.

Balanced Assessment

A balanced assessment system comprises both formative and summative assessments.

Formative assessment, or assessment *for* learning, takes place during teaching and learning and aims to help students improve their learning. This could take place 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. It provides teachers with information on students' progress and valuable feedback on the effectiveness of their lessons. Teachers can use the information to scaffold students' learning to ensure progression in their learning. Assessment for learning can also help students develop metacognition and positive habits and skills related to reflection and self-directed learning through peer and self-assessment.

Summative assessment, or assessment *of* learning, takes place at the end of a unit or term for the purpose of giving information on students' mastery of knowledge and skills, assigning grades or certifying student proficiency. It plays a critical role in assessing students' knowledge and understanding of the subject. It yields information on mastery and attainment and provides a means to determine the ability of students to progress to the next level. Examples of summative assessment are school-based preliminary examinations and the O- and N(A)-Level national examinations at the end of secondary education. The planning for school-based summative assessment for History should take reference from the Upper Secondary History assessment objectives and scheme of assessment, and ensure that the assessment is appropriately pitched in relation to what students have learnt.

4.2 Assessment Components of Upper Secondary History Syllabuses

4.2.1 Assessment Objectives

The assessment objectives of the 2023 Upper Secondary History syllabuses reflect the intent of the syllabuses and describe what students should know and be able to do with the knowledge, concepts and skills learnt. Thus, they are closely aligned with the curricular objectives, content and pedagogy of the syllabuses. For further information on the assessment objectives, please visit the [Singapore Examinations and Assessment Board](#).

4.2.2 Modes of Assessment

The two main modes of assessment are source-based case study and essay questions. Both assessment modes are suitable for eliciting evidence of students' historical knowledge and abilities in historical thinking.

Source-based Case Study

The source-based case study forms the essence of historical investigation as students interact directly with historical sources, both primary and secondary, and demonstrate their evaluation of these sources and their understanding of historical evidence. Students are required to answer the source-based case study. The topics for the source-based case study are prescribed in the syllabus content. Students are expected to have a sound knowledge of the prescribed units and an understanding of the ways in which sources may be evaluated.

Of the sources set for the source-based case study, there might be one or more differing accounts of the same topic or issue, showing different views as time progresses or in communicating to different audiences. Sources may be simplified where necessary.

Essay Questions

Through the essays students inquire into historical issues and apply the following skills to historical perspectives to construct arguments:

- For O-Level History / Humanities (History), students analyse, explain and evaluate historical perspectives.
- For N(A)-Level History / Humanities (History), students analyse and explain historical perspectives.

Questions will be set on any issue / topic within the syllabus except for the issue already assessed in the source-based case study in Section A in the same year of examination. **Tables 4.1-4.4** provides an overview of the scheme of assessment for the History and Humanities (History) syllabuses.

2174 History Ordinary Level

The examination consists of **two** papers – Paper 1 and Paper 2, taken at separate sittings. The duration of each paper is **1 hour 50 minutes**. Each paper is assessed by a source-based case study and essay questions.

Table 4.1: Scheme of Assessment for 2174 History Ordinary Level

Paper 1: Extension of European Control in Southeast Asia and Challenges to European Dominance, 1870s – 1942	
Section A: Source-Based Case Study (30%) <ul style="list-style-type: none">Maximum of 6 sourcesQ1(a)-(e): source-based questions (AO1+AO3)	30m
Section B: Essay Questions (20%) <ul style="list-style-type: none">Answer 2 out of 3 questions set (AO1+AO2)The questions require candidates to analyse, evaluate and make judgement on historical events and / or issuesEach question carries 10 marks	20m
Total marks for Paper 1	50m

Paper 2: Developments in the Post–World War II World: The Cold War and Decolonisation in Southeast Asia, 1940s–1991	
Section A: Source-Based Case Study (30%) <ul style="list-style-type: none">Maximum of 6 sourcesQ1(a)-(e): source-based questions (AO1+AO3)	30m
Section B: Essay Questions (20%) <ul style="list-style-type: none">Answer 2 out of 3 questions set (AO1+AO2)The questions require candidates to analyse, evaluate and make judgement on historical events and / or issuesEach question carries 10 marks	20m
Total marks for Paper 2	50m

2195 History Normal (Academic) Level

The examination consists of **two** papers – Paper 1 and Paper 2, taken at separate sittings. The duration of each paper is **1 hour 50 minutes**. Each paper is assessed by a source-based case study and essay questions.

Table 4.2: Scheme of Assessment for 2195 History Normal (Academic) Level

Paper 1: Extension of European control in Southeast Asia and challenges to European dominance, 1870s–1942	
Section A: Source-Based Case Study (30%) <ul style="list-style-type: none">Maximum of 5 sourcesQ1(a)–(e): source-based questions (AO1+AO3)	30m
Section B: Essay Questions (20%) <ul style="list-style-type: none">Answer 2 out of 3 questions set (AO1+AO2)The questions require candidates to analyse and explain historical events and / or issuesEach question carries 10 marks	20m
Total marks for Paper 1	50m

Paper 2: Developments in the post–World War II world: The Cold War and decolonisation, 1940s–1991	
Section A: Source-Based Case Study (30%) <ul style="list-style-type: none">Maximum of 5 sourcesQ1(a)–(e): source-based questions (AO1+AO3)	30m
Section B: Essay Questions (20%) <ul style="list-style-type: none">Answer 2 out of 3 questions set (AO1+AO2)The questions require candidates to analyse and explain historical events and / or issuesEach question carries 10 marks	20m
Total marks for Paper 2	50m

2261 Humanities (History) Ordinary Level

The examination consists of **one** paper and the duration of the paper is **1 hour 50 minutes**. This paper is assessed by a source-based case study and essay questions.

Table 4.3: Scheme of Assessment for 2261 Humanities (History) Ordinary Level

The Making of the 20 th Century Modern World, 1910s–1991	
Section A: Source-Based Case Study (30%) <ul style="list-style-type: none">• Maximum of 6 sources• Q1(a)-(e): source-based questions (AO1+AO3)	30m
Section B: Essay Questions (20%) <ul style="list-style-type: none">• Answer 2 out of 3 questions set (AO1+AO2)• The questions require candidates to analyse, evaluate and make judgement on historical events and / or issues• Each question carries 10 marks.	20m
Total marks for Paper	50m

2126 Humanities (History) Normal (Academic) Level

The examination consists of **one** paper and the duration of the paper is **1 hour 50 minutes**. Each paper is assessed by a source-based case study and essay questions.

The Making of the 20 th Century Modern World, 1910s–1991	
Section A: Source-Based Case Study (30%) <ul style="list-style-type: none">• Maximum of 5 sources• Q1a-e: source-based questions (AO1+AO3)	30m
Section B: Essay Questions (20%) <ul style="list-style-type: none">• Answer 2 out of 3 questions set (AO1+AO2)• The questions require candidates to analyse and explain historical events and / or issues• Each question carries 10 marks	20m
Total marks for Paper	50m

For further information on the assessment modes for national examinations, please visit the respective assessment documents here:

- [GCE Ordinary Level syllabuses](#)
- [GCE Normal Academic Level syllabuses](#)

SECTION 5:

READINGS AND RESOURCES

Southeast Asian History and Modern World History
Pedagogy
Assessment

5.1 Readings on Southeast Asian History and Modern World History

Overview of Southeast Asia before 1870

S/N	Book
1	Tarling, N. (Ed.). (1999). The Cambridge history of Southeast Asia Vol 2, Part 1, from c.1800 to the 1930s. Cambridge University Press.
2	Owen, N. G. (Ed.). (2005). The emergence of modern Southeast Asia: A new history. Singapore University Press.

S/N	Book
1	Andaya, B. W., & Andaya, L. Y. (2017). A history of Malaysia. University of Hawaii Press.

Extension of European Control in Southeast Asia: Dutch Indonesia, 1870s–1920s

S/N	Book
1	Ricklefs, M. C. (2008). A history of modern Indonesia since c.1200. Palgrave Macmillan.

Extension of European Control in Southeast Asia: French Vietnam, 1870s–1920s

S/N	Book
1	Brocheux, P., & Hemery, D. (2009). Indochina: An ambiguous colonisation, 1858-1954. University of California Press.

After World War I: Aims and Terms of the Paris Peace Conference and Its immediate Impact on Europe in the 1920s

S/N	Book
1	MacMillan, M. (2019). Paris 1919: Six months that changed the world. John Murray Publishers.

Rise of Authoritarian Regimes: Overview of the Attempts at Establishing Viable Political Systems after World War I

S/N	Book
1	Best, A., Hanhimaki, J. M., Maiolo, J. A., & Schulze, K. E. (2015). International history of the twentieth century and beyond (3rd ed.). Routledge.

Rise of Authoritarian Regimes: Case Study of Nazi Germany

S/N	Book
1	Henig, R. (1998). The Weimar Republic, 1919-1933. Routledge.

S/N	Book
2	McDonough, F. (2003). Hitler and the rise of the Nazi party. Longman.

Rise of Authoritarian Regimes: Case Study of Militarist Japan, 1920s–1930s

S/N	Book/ Journal
1	Gordon, A. (2014). A modern history of Japan: From Tokugawa times to the present (3rd ed.). Oxford University Press.

War in Europe and Asia: Key Developments Leading to the Outbreak of World War II in Europe

S/N	Book
1	Overy, R. J. (2008). The origins of the Second World War (3rd ed.). Longman.

War in Europe and Asia: Key Developments Leading to the Outbreak of World War II in the Asia-Pacific

S/N	Book
1	Gruhl, W. (2007). Imperial Japan's World War Two, 1931-1945. Transaction Publishers.

5.2 Pedagogy

5.2.1 General History Teaching

S/N	Book/Journal
1	Barton, Keith C. (2005). "Primary Sources in History: Breaking Through the Myths", <i>Teaching History</i> , 86(10), pp. 745–753.
2	Counsell, C., Burn, K. & Chapman, A. (2016). <i>Masterclass in History Education: Transforming Teaching and Learning</i> . London: Bloombury Academic. MOE Read@Academy Call Number: 907.1 MAS
3	Davies, Ian. (2011). <i>Debates in History Teaching</i> . New York: Routledge. MOE Read@Academy Call Number: 907.1 DEB
4	Haydn, T., Stephen, A., Arthur, J. & Hunt, M. (2015). <i>Learning to Teach History in the Secondary School: A Companion to School Experience, Fourth Edition</i> . New York: Routledge. MOE Read@Academy Call Number: 907.12 HAY
5	Levesque, S. (2008). <i>Thinking Historically: Educating Students for the Twenty-First Century</i> . Toronto: University of Toronto Press. MOE Read@Academy Call Number: 907.2 LEV
6	Wineburg, S., Martin, D. & Monte-Sano, C. (2013). <i>Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms</i> . New York: Teachers College Press. MOE Read@Academy Call Number: 418.40712 WIN

5.2.2 Planning and Teaching Strategies

S/N	Book/ Journal
1	Ashby, R., Lee, P.J. & Shemilt, D. (2005), "Putting Principles in Practice: Teaching and Planning", in M. S. Donovan and J. D. Bransford (eds.), <i>How Students Learn: History in the Classroom</i> . Washington, D.C.: The National Academies Press. MOE Read@Academy Call Number: 370.1523 NAT
2	Banchi, H. & Bell, R. (2008). "The Many Levels of Inquiry", <i>Science and Children</i> , 46(2), pp. 26–29. Retrieved from https://www.michiganseagrant.org/lessons/wp-content/uploads/sites/3/2019/04/The-Many-Levels-of-Inquiry-NSTA-article.pdf
3	De La Paz, S. (2005). "Effects of Historical Reasoning Instruction and Writing Strategy Mastery in Culturally and Academically Diverse Middle School Classrooms", <i>Journal of Educational Psychology</i> , 97 (2), pp. 139–156. Retrieved from: https://doi.org/10.1037/0022-0663.97.2.139
4	Lee, P. & Shemilt, D. (2003). "A Scaffold, Not a Cage: Progression and Progression Models in History", <i>Teaching History</i> , 113, pp. 13–23. Retrieved from: http://www.jstor.org/stable/43259908
5	Tomlinson, C.A. (2014). <i>The Differentiated Classroom: Responding to the Needs of All Learners</i> . Alexandria, USA: Association for Supervision & Curriculum Development. MOE Read@Academy Call Number: 371.394 TOM
6	Wiley, J. & Voss, J. (1999). "Constructing Arguments from Multiple Sources: Tasks that Promote Understanding and Not Just Memory for Text", <i>Journal of Educational Psychology</i> , 91(2), pp. 301–311. Retrieved from: https://doi.org/10.1037/0022-0663.91.2.301
7	Wineburg, S. & Martin, D. (2009). "Tampering with History: Adapting Primary Sources for Struggling Readers", <i>Social Education</i> , 73(5), pp. 212–216. Retrieved from: https://www.socialstudies.org/publications/socialeducation/september2009/tampering_with_history

5.3 Assessment

S/N	Book/Journal
1	Black, P. & Wiliam, D. (1998). "Inside the Black Box: Standards through Classroom Assessment," <i>Phi Delta Kappan</i> , 80(2). Retrieved from: http://www.researchgate.net/publication/44836144_Inside_the_Black_Box_Raising_Standards_Through_Classroom_Assessment
2	Butler, S.M. & McMunn, N.D. (2006). <i>A Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning</i> . California: Jossey-Bass. MOE Read@Academy Call Number: 371.27 BUT
3	Chappuis, J. (2015). <i>Seven Strategies of Assessment for Learning, Second Edition</i> . New Jersey: Pearson Education. MOE Read@Academy Call Number: 371.26 CHA

S/N	Book/Journal
4	Moss, C. & Brookhart, S.M. (2009). <i>Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders</i> . Alexandria, Virginia: ASCD. MOE Read@Academy Call Number: 371.264 MOS
5	Nitko, A. & Brookhart, S.M. (2010). <i>Educational Assessment of Students (6th Ed.)</i> . New Jersey: Prentice Hall. MOE Read@Academy Call Number: 371.26 NIT
6	Stiggins, R.J., Commodore, C. & Chappuis, S. (2010). <i>Assessment Balance and Quality: An Action Guide for School Leaders (3rd Ed.)</i> . New Jersey: Pearson. MOE Read@Academy Call Number: 371.2 CHA