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 and question, reflect and persevere in the lifelong pursuit of learning;
- **active contributors** who are able to work effectively in teams, exercise initiative, take calculated risks, 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.

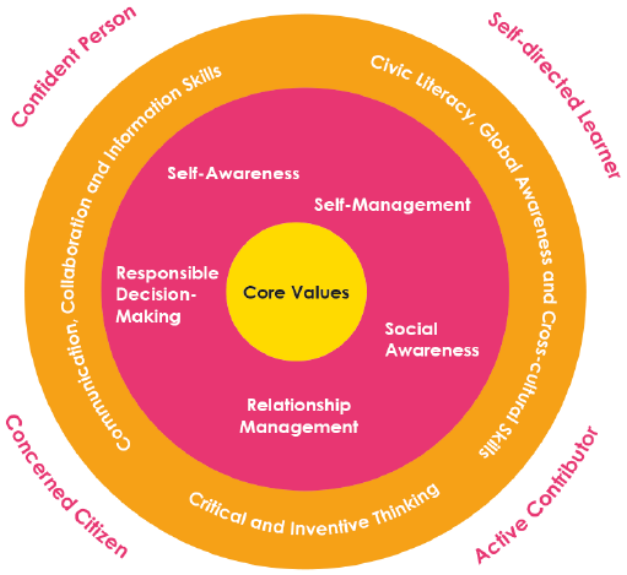

Figure 1.1: MOE 21CC Framework

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 Literacy, Global Awareness and Cross-cultural Skills**. 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 and navigate contemporary developments and issues affecting the region and the world. Knowledge of different societies and appreciating the need to understand the unique conditions faced by historical actors contribute to students' sensitivity to and appreciation of the perspectives and worldviews of others, enhancing their ability to interact effectively across cultures.

- **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 and Inventive Thinking.** Historical thinking and engaging students in historical inquiry are central to the development of critical and inventive thinking in the discipline. Inquiry-based learning and understanding historical concepts equip students with the capacity to ask questions and engage in historical reasoning to construct historical knowledge. Historical reasoning involves critically analysing sources as evidence and synthesising information and perspectives. Metacognition is key in deepening historical understanding, as students reflect on the process of inquiry and 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**.

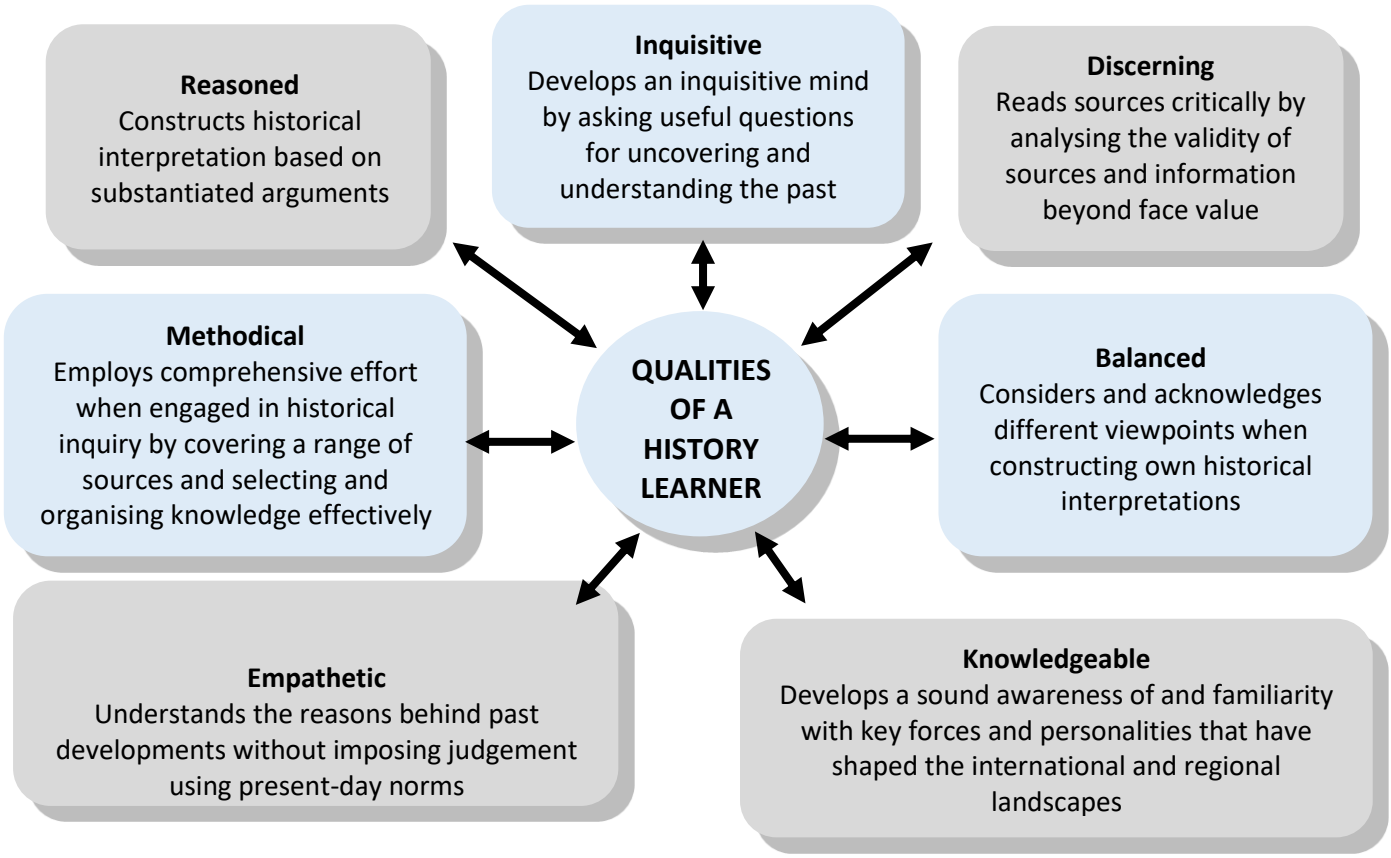

Figure 1.2: Qualities of a History Learner

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]
Note: The compulsory case study of Malaya and either the case study of Indonesia or Vietnam will be studied in the context of the extension of European control in the late 19th century. **Extension of European Control in Southeast Asia** • British Malaya, 1870s–1920s (Compulsory)* • **Either** Dutch Indonesia, 1870s–1920s, **OR** French Vietnam, 1870s–1920s
After World War I • 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 • 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 • 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
Note: Teachers should note that detailed study of the military campaigns of World War II is not required. **War in Europe and Asia** • Reasons for end of World War II
The Cold War • 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 • British Malaya, 1945–1957 (Compulsory)* • **Either** Dutch Indonesia, 1945–1949, **OR** French Vietnam, 1945–1954
End of the Cold War, 1980s–1991 • 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]
Note: The compulsory case study of Malaya will be studied in the context of the extension of European control in the late 19th century. **Extension of European Control in Southeast Asia** • British Malaya, 1870s–1920s (Compulsory)*
After World War I • 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 • 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 • 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
Note: Teachers should note that detailed study of the military campaigns of World War II is not required. **War in Europe and Asia** • Reasons for end of World War II
The Cold War • 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 • British Malaya, 1945–1957 (Compulsory)*
End of the Cold War, 1980s–1991 • 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 • 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 • 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 • 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
Note: Teachers should note that detailed study of the military campaigns of World War II is not required. **War in Europe and Asia** • Reasons for end of World War II
The Cold War • 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 • 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 • 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 • 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 • 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
Note: Teachers should note that detailed study of the military campaigns of World War II is not required. **War in Europe and Asia** • Reasons for end of World War II
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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.

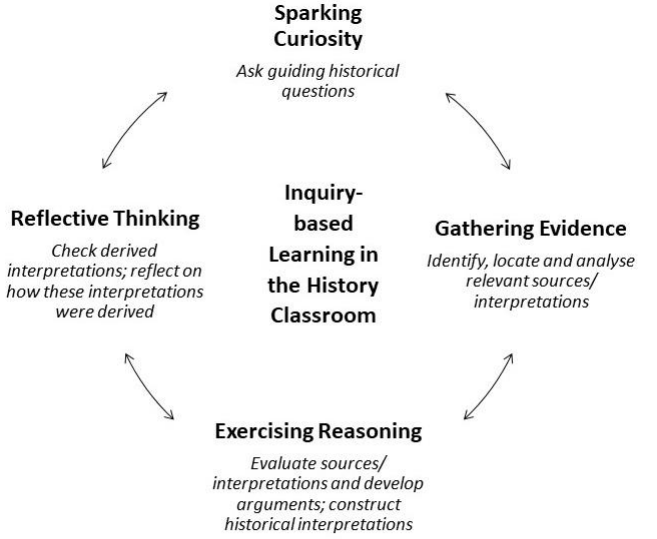

Figure 3.1: The Historical Inquiry Process

To support the enactment of historical inquiry in the classroom, teachers can draw on relevant ideas from the Teaching Actions to help them design their lessons. **Table 3.1** illustrates how aspects of the Teaching Actions can be enacted in the History classroom.

Table 3.1: Inquiry Phases

Inquiry Phases	Description of Inquiry Phase	Key Considerations for Teachers
Sparking Curiosity	The subject matter for inquiry is introduced in a manner that stimulates curiosity about the issues and ideas.	Teachers activate students' prior knowledge about the issue using source materials. Through these materials, teachers guide students to play an active role in constructing knowledge for themselves through the practice of asking questions and challenging assumptions. In addition, it is important for teachers to consider their learners' profiles before deciding on the instructional strategies and learning resources needed to engage students as they embark on historical inquiry.
Gathering Data	Students are exposed to multiple interpretations of an issue through the collection of data and evidence to widen their understanding of the issue.	Teachers should consider learners' profiles before deciding on which level of inquiry to embark on. Teachers may use direct instruction to gradually induct students into the process and skills of historical inquiry. The use of questions at appropriate junctures as well as the provision of clear explanations could help to facilitate the understanding of the data gathering process. Teachers may also consider introducing meaningful and challenging activities that would require students to take ownership of their learning.
Exercising Reasoning	Students work with a rich set of resources. They learn to systematically organise the information they have collected and exercise sound reasoning to make connections between the pieces of information in order to develop informed opinions on the issue.	While teachers sequence students' learning, they should also plan key questions that would guide students in making connections between the sources gathered and the historical issue being explored. In enacting the lesson, teachers should use clear explanations to guide students in understanding and applying the relevant historical concepts. Teachers could also provide specific and effective feedback to address learning gaps and correct any misunderstandings which students might have of the skills and knowledge.
Reflective Thinking	Students reflect on their learning to examine their	Teachers should design meaningful assignments at various stages of inquiry to

Inquiry Phases	Description of Inquiry Phase	Key Considerations for Teachers
	own thinking. Students learn to critically evaluate their process of inquiry, including their data sources, methods of investigation, opinions and judgements, as well as the new knowledge they have constructed for themselves. Through the process students become self-reflective thinkers who reflect on assumptions, biases, values and beliefs that undergird their prior knowledge and personal responses.	give students the opportunity to process and rehearse new knowledge and skills. Teachers should also guide students to the understanding that by thinking about their own thinking, they can monitor, assess and improve their learning.

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.

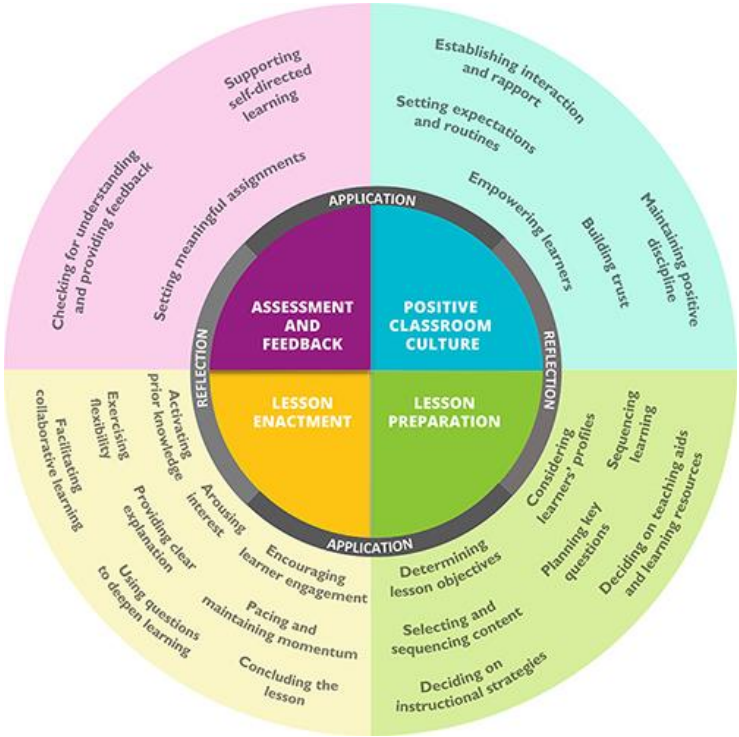

Figure 3.2: Pedagogical Practices of the Singapore Teaching Practice

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 3.2** 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 3.2 Four Levels of Inquiry

Level 1 Confirmation Inquiry	Level 2 Structured Inquiry	Level 3 Guided Inquiry	Level 4 Open / True 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.

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.

The following are some examples of the considerations for Blended Learning experiences in the Upper Secondary History classroom:

- Teachers can select content, concepts and / or skills that students are able to acquire in a self-directed manner through self-contained SLS lessons for home-based learning. This includes lessons that provide students with an overview of a topic or help students to consolidate their learning.

- Teachers may want to carry out the teaching and learning of more complex concepts and sensitive topics via in-person schooling as this will allow the teacher to provide more immediate feedback and address students' concerns and misconceptions, if any. For example, it would be better for teachers to facilitate a discussion on the persecution of minority groups in Nazi Germany face-to-face due to the sensitive nature of this topic which could evoke strong emotions. Teachers will need to pick up on body and facial language so that they can address students' discomfort or feelings immediately. Some topics may also feature disturbing images which require teachers' supervision and guidance as students navigate these lesson resources.

- Teachers can also create home-based learning experiences that help students draw connections between classroom learning and real-life contexts and applications through virtual learning journeys. Students can immerse themselves at key historical sites of World War II and of the Cold War via virtual museums or 360^{o} videos. Such learning experiences provide opportunities for students to extend and deepen their understanding of key historical content and concepts at their own pace. To facilitate this process, teachers should provide guiding questions prior to the virtual learning journey and unpack key concepts necessary for students to engage with the resources. Post-trip reflections could be conducted as class discussions to elicit and synthesise different perspectives.

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.

The following are some examples of how e-Pedagogy can be introduced in the Upper Secondary History classroom:

- **Embed Scaffolds for Learning.** Teachers can design and weave in digital scaffolds through tooltips and hints for students. These provide additional support to ensure that students are able to engage with sources and questions within their zone of proximal development. For example, tooltips can be used to unpack key historical terms or challenging phrases or words used in sources.

- **Foster Conceptual Change.** Students can use visualisation tools to represent abstract concepts (e.g., cause and consequence, historical significance) to deepen and reflect on their understanding of historical concepts. For example, a living graph can be used to help students visualise continuity and change during the Cold War.

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.

The following are examples of how differentiated instruction can be introduced in the Upper Secondary History classroom:

- **Content and process differentiation.** In the data gathering process of examining if Chamberlain made a mistake at the Munich Conference, teachers can differentiate the content and process, depending on the readiness of students. For less ready classes / students, teachers can choose to give two differing perspectives based on contrasting sources – a comment by Churchill on why Chamberlain made a bad mistake and another by Chamberlain's supporters in support of appeasement – and ask them to pick out reasons for their opinion. For more ready classes / students, teachers can give a set of sources for them to sieve out the evidence to support their point of view. Teachers can also extend students' critical thinking by asking them to do further research on the people who made those comments in the sources and their motivations. As an anchor activity for students who are interested and finish their task quickly, the teacher can ask students to dig deeper into British political sentiments in the 1930s to better understand the context in which Chamberlain operated. They can then share their insights with the class instead of having the teacher narrate the context through a lecture.

- **Product differentiation**. Products can take myriad forms. It is precisely this range and flexibility that make them suitable for addressing student variance. Product differentiation could include making available a range of media or product formats, such

as performance-based tasks that encourage application of what has been learnt. Such options can serve to assess student learning as well as extend student learning beyond that needed in formal school assessments. However, it is important to keep in mind that the options provided need to be guided by clear learning goals. Products chosen should be comparable and not be a hindrance to students in their expression and reflection of their learning.

- **Differentiated assessment**. Tiered assessment or a layered curriculum begins with mapping out the important substantive concepts, misconceptions and historical thinking skills which students will come across in a unit of study. Based on this, students are given at least two layers of assessment which they can choose from to achieve their learning goals. Points are given to make the learning more engaging. The first layer focuses on subject content knowledge; the second layer focuses on historical concepts like evidence. The teacher can also introduce a third layer that focuses on common misconceptions when comparing the past with present ideas about historical phenomena. Teaching strategies are then adjusted based on the assessment data as part of assessment for learning.

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. **Table 4.1** provides an overview of the assessment objectives.

Table 4.1: Assessment Objectives for History and Humanities (History) Syllabuses

Assessment Objectives	O-Level	N(A)-Level
AO1: Deploy Knowledge	Demonstrate relevant knowledge of the key features and characteristics of the periods studied.	Demonstrate relevant knowledge of the key features and characteristics of the periods studied.
AO2: Construct Explanation and Communicate Historical Knowledge	Analyse, explain and evaluate historical events and periods studied using key historical concepts (causation and consequence, change and continuity, significance) in order to arrive at a reasoned conclusion.	Analyse and explain historical events and periods studied using key historical concepts (causation and consequence, change and continuity, significance).
AO3: Interpret and Evaluate Source Materials	Interpret, evaluate and use a range of sources as evidence in their historical context through: • drawing inferences from given information • comparing and contrasting different views • distinguishing between facts, opinion and judgement • recognising values and detecting bias • establishing the utility of given information • drawing conclusions based on a reasoned consideration of evidence and arguments	

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.

Table 4.2 provides an overview of the scheme of assessment for the History and Humanities (History) syllabuses.

Table 4.2: Scheme of Assessment for History and Humanities (History) Syllabuses

	O-Level	N(A)-Level
Duration	1 hour 50 minutes per paper	1 hour 50 minutes per paper
Total marks and weighting	50 marks and 50% per paper	50 marks and 50% per paper
Section A: Source-Based Cased Study 30 marks; 30%	• Answer a compulsory source-based case study which comprises 5 sub-questions. • There will be a maximum of 6 sources and each source will be no more than 150 words.	• Answer a compulsory source-based case study which comprises 5 sub-questions. • There will be a maximum of 5 sources and each source will be no more than 120 words.
Section B: Essays 20 marks; 20%	• Answer 2 out of 3 essay questions. • Each question carries 10 marks. • The questions will test students' ability to analyse, explain and evaluate events and / or issues, and draw reasoned conclusions.	• Answer 2 out of 3 essay questions. • Each question carries 10 marks. • The questions will test students' ability to analyse and explain events and / or issues.

SECTION 5:
SYLLABUS DETAILS AND ASSESSMENT FORMAT

2174 History Ordinary Level
2195 History Normal (Academic) Level
2261 Humanities (History) Ordinary Level
2126 Humanities (History) Normal (Academic) Level

5. Syllabus Details and Assessment Format

5.1 2174 History Ordinary Level

5.1.1. Scheme of Assessment

Assessment Specification Grid

Assessment Objectives	Paper 1 (weighting)	Paper 2 (weighting)
AO1+2	20%	20%
AO1+3	30%	30%
Total	50%	50%

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

Assessment Format

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.

Paper 1: Extension of European Control in Southeast Asia and Challenges to European Dominance, 1870s – 1942	
Section A: Source-Based Case Study (30%) • Maximum of 6 sources • Q1(a)-(e): source-based questions (AO1+AO3)	30m
Section B: Essay Questions (20%) • 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 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%) • Maximum of 6 sources • Q1(a)-(e): source-based questions (AO1+AO3)	30m
Section B: Essay Questions (20%) • Answer 2 out of 3 questions set (AO1+AO2)	20m

Paper 2: Developments in the Post–World War II World: The Cold War and Decolonisation in Southeast Asia, 1940s–1991	
• The questions require candidates to analyse, evaluate and make judgement on historical events and / or issues • Each question carries 10 marks	
Total marks for Paper 2	**50m**

Section A: Source-Based Case Study

Candidates are required to answer the compulsory source-based case study. The topics for the source-based case study are prescribed and indicated by the symbol (*) in the syllabus content. Candidates are expected to have a sound knowledge of the prescribed units and an understanding of the ways in which sources may be evaluated.

A maximum of **six** sources may be set for the source-based case study. No individual source will exceed **150 words**. One or more differing accounts of the same topic or issue might be set, showing different views as time progresses or in communicating to different audiences. Sources may be simplified where necessary.

Each source-based case study will have five sub-questions, testing Objectives 1 and 3. The first four sub-questions will test specific sources. The fifth sub-question will require candidates to use the evidence in multiple sources to demonstrate the skills of analysis, explanation and judgement for an issue related to the topic assessed in the source-based case study. The weighting for each sub-question will be indicated in brackets. A 'Levels of Response Mark Scheme' (LORMs) will be used to assess candidates' answers.

Section B: Essay Questions

Candidates are required to answer 2 out of 3 questions set. The questions will test Objectives 1 and 2 and require candidates to analyse, evaluate and make judgement on events and / or issues. Each question is worth a total of 10 marks. The questions will be marked using the 'Levels of Response Mark Scheme' (LORMs).

Questions will be set on any issue / topic within the units in the syllabus except for the issue assessed in the source-based case study in Section A in the same year of examination. Questions set on Dutch Indonesia and French Vietnam for both Paper 1 and Paper 2 will require candidates to support their answers with examples from **one** country of study. In addition, questions set on the Dutch Indonesia and French Vietnam will be in the form of an 'either / or' option.

5.1.2 Amplification of Syllabus Details for 2174 History Ordinary Level

Unit 1: Extension of European Control in Southeast Asia and Challenges to European Dominance, 1870s–1942	
Focus This unit focuses on the key events and forces that shaped the world order from 1870s to the outbreak of World War II. It examines how the extension of colonial rule in Southeast Asia shaped the development of different Southeast Asian states like Malaya, Indonesia and Vietnam. Students will also examine the interactions between the locals and colonial powers, particularly, how the locals responded, challenged and managed the extension of European control in Southeast Asia. The unit also examines the key forces and developments that shaped the post–World War I world, including the attempts at collective security, the rise of authoritarian regimes in Nazi Germany and Militarist Japan, and the developments that led to the outbreak of World War II in Europe and the Asia-Pacific.	**Making Connections** An understanding of European colonisation in Southeast Asia will help students to make sense of the colonial imprints they see in the society and the region they live in today, and appreciate the ingenuity and resilience of the people in the region. The study of the impact of World War I and II, the League of Nations and the rise of authoritarian regimes will also allow students to recognise that the interests and ambitions of individuals and nations can have significant consequences on societies and the world and recognise the need for and importance of international cooperation and collective security to prevent future conflicts.

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts

Overview of Southeast Asia before 1870 *[Non-examinable]*
• Island and mainland Southeast Asia: Geography, people, political systems and the role of external influence on the region
  ▪ Political systems in Southeast Asia before the arrival of the Europeans, including the traditional idea of territorial boundaries
  ▪ Economy, culture and religion of Southeast Asia before the arrival of the Europeans
• European interest in Southeast Asia
	• Describe the geography, people, political systems of pre-1870 Southeast Asia, and the role of external influences on the region
	• Examine the motivations behind European interest in Southeast Asia.
		• Understand that decisions and actions by people in Southeast Asia in the past were made and taken in the context of that time.	• Imperialism
			• Colonialism

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
Extension of European Control in Southeast Asia British Malaya, 1870s–1920s (Compulsory)* • Extension of British control in Malaya ▪ British presence in Malaya before 1870 *[Non-examinable]* ○ British trading interests in Southeast Asia ○ Significance of the 1824 Anglo-Dutch Treaty on British presence in Malaya ○ Pre-1870 administration of Malaya: Administration of the Straits Settlements, role of local elites, policy of non-intervention in the Malay states ▪ Shift in British policy towards Malaya in 1870s: Case study of Perak ○ Circumstances that led to British intervention - Increased desire to build empires and spheres of influence - Need for raw materials and cash crops - Internal instability due to Larut Wars and succession disputes ○ Role of key players in British intervention ○ Immediate outcome of British intervention • Transformation of Malaya after British intervention in 1874 ▪ Political: ○ Increased British control over the government and administration of Malaya	• Assess the circumstances that led to the extension of European influence in Southeast Asia. • Assess the roles of individuals and groups in the extension of European influence. • Evaluate the impact of European influence on Southeast Asia after 1870.	• Respond to colonial rule in way that is guided by core values. • Respect and manage the diverse of both the colonisers and the locals during colonial rule. • Understand how perspectives and worldviews can lead to lack of respect for others and possibly conflict. • Understand that decisions and actions by people in the past were made and taken in the context of that time.	• Intervention • Direct rule • Indirect rule • Exploitation • Extractive economy • Collaboration • Resistance

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
- Introduction of British Residential System with emphasis on Perak - Establishment of the Federated Malay States (1895) and Unfederated Malay States (1909) ▪ Economic: o Growth and development of cash crop (rubber) and mineral industries (tin) and the creation of export-oriented economy ▪ Social: o Growth of plural society and townships o Emergence of Western-educated elites ▪ Local responses to political, social and economic changes under British rule			
EITHER Dutch Indonesia, 1870s–1920s • Extension of Dutch control in Indonesia from Java to the Outer Islands ▪ Dutch presence in Indonesia (Dutch East Indies) before 1870 *[Non-examinable]* o Dutch trading interest in Indonesia since the late 16th century o Impact of the bankruptcy of the VOC in 1800 o Pre-1870 administration of Dutch East Indies: Administration of Dutch in Java, role of the local elites			
▪ Circumstances that led to extension of Dutch control			

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
○ Increased desire to build an empire and sphere of influence ○ Need for raw materials, cash crops and to create an environment for investments ▪ Role of key players in Dutch extension to the Outer Islands • Transformation of Indonesia under the Dutch after 1870 ▪ Political: ○ Increased Dutch control beyond Java through indirect rule - Increased centralised administration into the Outer Islands and the move towards greater local participation ▪ Economic: ○ Growth and development of cash crop (sugar, rubber) and extractive industries (oil) and the creation of export-oriented economy ▪ Social: ○ Growth of plural societies and townships ○ Emergence of Western-educated elites ▪ Local responses to the political, social and economic changes under Dutch rule **OR** French Vietnam, 1870s–1920s • Extension of French control in Vietnam to Annam and Tonkin			

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
▪ French presence in Vietnam before 1870 *[Non-examinable]* ○ French missionary and economic interest ○ Significance of the Tay Son Rebellion on French presence in Vietnam ○ Pre-1870 French administration in Cochin-China ▪ Circumstances that led to extension of French control ○ Increased desire to build empires and spheres of influence ○ Need for raw materials, new markets and new bases ○ Internal instability due to the weaknesses of the Vietnamese court ▪ Role of key players in extension of French control • Transformation of Vietnam under the French after 1870 ▪ Political: ○ Consolidation of French political control over Vietnam - Increased centralised administration beyond South Vietnam ▪ Economic: ○ Development of cash crops (rice) and mineral industries (coal) and the creation of export-oriented economy ○ Introduction of private property and state monopolies			

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
▪ Social: ○ Migration within Indochina ○ Emergence of local landowning class and landless peasants ○ Emergence of Western-educated elites ▪ Local responses to political, social and economic changes under French rule			
After World War I • Overview of World War I *[Non-examinable]* • Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s ▪ Treaty of Versailles and its immediate impact on Germany ○ "War guilt" clause, reparations, demilitarisation, territorial reductions ▪ Re-drawing of national boundaries and the creation of new nation-states ○ Breakdown of old empires ○ Self-determination ▪ Attempts at collective security in the 1920s ○ Successes and failures of the League of Nations at peacekeeping in the 1920s	• Assess the impact of post-war peace settlements on Europe. • Assess the attempts at collective security in the 1920s and its outcomes.	• Empathise with people who have lived through trying times under extreme conditions after World War I. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time.	• Collective security • Self-determination • Balance of power
Rise of Authoritarian Regimes • Overview of the attempts at establishing viable political systems after World War I *[Non-examinable]* Case Study of Nazi Germany*	• Demonstrate awareness of political developments after World War I. • Examine the rise of authoritarian regimes and evaluate their impact on the	• Make judgements on authoritarian regimes and determine the ways to respond to extreme ideas, guided by the core values.	• Communism • Nationalism • Authoritarianism • Militarism

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
• Circumstances leading to the rise and establishment of authoritarian rule in Germany ▪ Weaknesses of the Weimar government: problems of the Weimar constitution, unpopularity of the Weimar government ▪ Appeal of Hitler and the Nazi Party ○ Role of Hitler ○ Methods of Nazi Party (use of propaganda and force, participation in elections) ▪ Economic challenges ○ Inflation, unemployment and Great Depression • Consolidation of Nazi rule in Germany ▪ Establishment of Hitler's dictatorship and one-party rule ▪ Economic policies ○ Re-employment and improvement of working conditions and move towards war economy ▪ Social policies ○ German nationalism and persecution of ethnic and minority groups ○ Control of and responses by German society Case Study of Militarist Japan, 1920s–1930s • Circumstances leading to the rise and establishment of authoritarian regime in Japan ▪ Weaknesses of the democratic government in Japan ▪ Economic challenges	political, social and economic context of countries. • Evaluate the roles of key players in the establishment of authoritarian rule.	• Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times during these authoritarian regimes • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Manage diverse perspectives and viewpoints of regimes by people in the past.	• Parliamentary rule

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
○ Inflation, unemployment, landlord-tenant disputes, Great Depression ▪ Appeal of ultranationalist faction ○ Military successes and political assassinations • Increased influence of the militarists in Japan from the 1930s ▪ Consolidation of military power in the government ▪ Economic policies ○ Increased government control over industry and Campaign for Economic Revitalisation ▪ Social policies ○ Militarisation of education ○ Control of labour unions			
War in Europe and Asia • Key developments leading to the outbreak of World War II in Europe* ▪ Ineffectiveness of the League of Nations in the 1930s ○ Failure of at disarmament in the 1930s ○ Abyssinian Crisis (1935) and its implications ▪ Germany's aggressive foreign policy ○ Plebiscite in the Saar region, 1935 ○ Remilitarisation of the Rhineland, 1936 ○ Anschluss with Austria, 1938 ○ The Munich Agreement and the invasion of Czechoslovakia, 1938–1939	• Evaluate the reasons for the outbreak of World War II in Europe and the Asia-Pacific. • Evaluate the roles played by individuals and groups in developments leading to the outbreak of World War II.	• Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations.	• Appeasement • Theatres of war • Alliances • Expansionism • Militarism

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
○ Nazi-Soviet Non-Aggression Pact and the invasion of Poland, 1939 ▪ Policy of appeasement • Key developments leading to the outbreak of World War II in the Asia-Pacific ▪ Ineffectiveness of the League of Nations in the 1930s ▪ Worsening of US-Japan relations ▪ Japan's expansionist foreign policy ○ Aggression towards China from 1937 ○ Greater East Asia Co-Prosperity Sphere ○ Bombing of Pearl Harbour, 1941		• Understand that decisions and actions by people in the past were made and taken in the context of that time. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country.	

Unit 2: Developments in the Post–World War II World: Decolonisation and the Cold War, 1940s–1991	
Focus This Unit continues to trace the development of the shifting world order after World War II. Students will look specifically at the Cold War by examining the confrontation between the United States of America (USA) and the Union of Soviet Socialist Republics (USSR), and their emergence as superpowers during this period. They also examine the causes and consequences of this rivalry on Europe and Asia. The unit also explores the forces, developments and actors that shaped the decolonisation and the emergence of independent nations in Southeast Asia, and examines the interplay of Cold War tensions and local politics in the 1950s–1970s.	**Making Connections** An understanding of the key developments of the Cold War and the decolonisation and establishment of independent nat states in Southeast Asia will enable students to make sense of the Southeast Asian region and world today. Through the study, students will also recognise that decisions and actions of individuals made in specific contexts can lead to momentous changes and have consequences on people and countries. This will in turn allow them to better relate and respond to present-day issues of geopolitical significance.

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
War in Europe and Asia • Reasons for end of World War II ▪ Strengths of the Allies ○ American entry into the war (economic resources and manpower) ○ Allied strategies (D-Day, island hopping, dropping of the Atomic Bomb) ○ Role of the Soviet Union ▪ Military weaknesses of Germany and Japan ○ Germany - Ineffective command structure - War on two fronts ○ Japan - Overextension of empire	• Assess the reasons for the end of World War II.	• Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence	• Conflict

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
- Inability to access raw materials from empire *Note: Teachers should note that, although detailed study of the military campaigns of World War II is not required, students will need to be aware of the major turning points of the war leading to the defeat of Germany and Japan.*		between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time.	
The Cold War • Origins and development of the Cold War in Europe* ▪ End of World War II and its impact on Europe ○ Circumstances in post-war Europe ○ Emergence of the USA and USSR as superpowers ▪ Growing mistrust between USA and USSR ○ Differences in ideology ○ Breakdown of wartime alliances ○ Division of Europe after World War II ▪ Intensification of superpower rivalry ○ American containment policy: Political, economic and military actions ○ Soviet responses: Political, economic and military actions • Extension of the Cold War outside Europe: Case study of Korean War, 1950–53* ▪ Post–World War II developments in Korea ○ Post-war occupation, partition of Korea, border clashes	• Assess the immediate impact of World War II on Europe. • Examine how Cold War tensions are manifested in Europe. • Assess the impact of rivalry between the USA and USSR in the aftermath of World War II. • Assess the impact of the emergence of communist China on Cold War tensions. • Assess the reasons for the outbreak of the Korean War and the Vietnam War, and their aftermath. • Evaluate the extent and impact of superpowers involvement in civil wars	• Understand how differing beliefs and ideas can lead to disagreements and conflicts. • Empathise with people who have lived through trying times under extreme conditions during the Cold War. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nation.	• Cold War • Bipolarity • Containment • Communism • Command economy • Democracy • Capitalist economy • Superpower rivalry • Proxy war • Civil War

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
▪ Emergence of communist China ○ Expansion of a communist bloc, Sino-Soviet Alliance ▪ Outbreak of the Korean War ○ Role of key players in the conflict: North Korea, South Korea, USA, UN, China and the USSR ▪ The Korean Armistice Agreement and the immediate aftermath ○ Demilitarised zone, impact on US policy in Asia, escalation of tension between NATO and Warsaw Pact • Extension of the Cold War outside Europe: Case study of Vietnam War, 1954–75 ▪ Key developments in North and South Vietnam in the 1950s ○ Partition of Vietnam in 1954, consolidation of communist control in North Vietnam and instability in South Vietnam - Discontentment over the Geneva Accords - Failure to carry out national elections in 1956 - Unpopularity of Ngo Dinh Diem's actions and the support from the North for the insurgency in the South ▪ Escalation of tensions between North and South Vietnam from 1954 ○ Role of key players in the conflict: North Vietnam, South Vietnam, USA, USSR and China	with reference to the Korean War and the Vietnam War. • Examine the immediate aftermath of the Korean War and the Vietnam War on Cold War developments.	• Manage diverse perspectives and viewpoints of people in the past.	

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
▪ The end of the Vietnam War and the immediate aftermath ○ Reunification of Vietnam, beginning of détente *Note: Teachers should note that, although detailed studies of the military campaigns of the Korean War and Vietnam War are not required, students will need to be aware of the major turning points of the wars.*			
Decolonisation and Establishment of Newly-Independent Nations in Southeast Asia British Malaya, 1945–1957 (Compulsory)* • Developments leading to decolonisation ▪ Impact of World War II on decolonisation in Malaya ○ Shift in local perceptions of the British ○ Strengthening of local resistance groups ▪ British efforts in granting self-government and local responses ○ Malayan Union, 1946 and Federation of Malaya, 1948 ▪ Influence of Cold War on decolonisation in Malaya ○ British policy of decolonisation ○ The Communist insurgency in Malaya • Attainment of independence in 1957 **EITHER** Dutch Indonesia, 1945–1949 • Developments leading to decolonisation	• Assess the immediate impact of World War II on decolonisation in Southeast Asia. • Assess how the Cold War politics affected the struggle for independence in Southeast Asia. • Assess the responses by the European powers to Southeast Asia's struggle for independence. • Assess how independence was achieved in Southeast Asia.	• Understand how differing perspectives and worldviews can lead to conflicts. • Value the importance of self-determination and independence from foreign rule . • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and	• Decolonisation • Nationalism • Sovereignty • Independence • Resistance • Collaboration •

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
▪ Impact of World War II on decolonisation in Indonesia ○ Formation of local government ▪ Attempts at re-establishing Dutch rule in Indonesia and local responses ○ Indonesian resistance, attempts at negotiation and peaceful resolution ▪ Communist revolt and its impact ○ The Indonesian Republican government's response and US support in suppression of communism • Attainment of independence in 1949 **OR** French Vietnam, 1945–1954 • Developments leading to decolonisation ▪ Impact of World War II on decolonisation ○ Change in local perceptions of French ○ Strengthening of Vietnamese nationalist movements ▪ Attempts at independence ○ Establishment of the Democratic Republic of Vietnam ▪ Attempts at re-establishing French rule in Vietnam and local responses ○ Vietnamese resistance, attempts at negotiation • Declaration of Independence 1954		taken in the context of that time • Empathise with people who have lived through trying times under extreme conditions during the period of decolonisation. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country. • Manage diverse perspectives and viewpoints of people in the past.	

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
End of the Cold War • 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 ▪ Ineffectiveness of Soviet command economy ○ Structural weaknesses and their effect on Soviet standards of living ▪ External economic burdens of the USSR ○ Increased military spending ○ Increased resistance within the communist bloc ○ Commitment to Warsaw Pact ▪ Escalation of USA-USSR tensions in the 1980s ○ USA economic might and the re-intensification of arms race ▪ Impact of Gorbachev's economic and political reforms on the USSR and its fall ○ Failure to revive the Soviet economy ○ Loss of confidence in the Soviet government ○ Collapse of the Eastern European bloc ○ Disintegration of the USSR	• Assess the reasons that led to the decline of the USSR. • Evaluate the reasons for the end of the Cold War.	• Understand how differing beliefs and ideas can lead to disagreements and conflicts. • Empathise with people who have lived through trying times under extreme conditions during the period of the end of Cold War. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nation. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country.	• Cold War • Bipolarity • Détente • Arms Race • Diplomacy • Communism • Command economy • Democracy • Capitalist economy • Glasnost • Perestroika • Reform

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
		• Manage diverse perspectives and viewpoints of people in the past.	

Source-based case studies will only be set on the topics indicated by the symbol (*).

5.2 2195 History Normal (Academic) Level

5.2.1 Scheme of Assessment

Assessment Specification Grid

Assessment Objectives	Paper 1 (weighting)	Paper 2 (weighting)
AO1+2	20%	20%
AO1+3	30%	30%
Total	50%	50%

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

Assessment Format

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.

Paper 1: Extension of European control in Southeast Asia and challenges to European dominance, 1870s–1942	
Section A: Source-Based Case Study (30%) • Maximum of 5 sources • Q1(a)-(e): source-based questions (AO1+AO3)	30m
Section B: Essay Questions (20%) • 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 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%) • Maximum of 5 sources • Q1(a)-(e): source-based questions (AO1+AO3)	30m
Section B: Essay Questions (20%) • 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 2	**50m**

Section A: Source-Based Case Study

Candidates are required to answer the compulsory source-based case study. The topics for the source-based case study are prescribed and indicated by the symbol (*) in the syllabus content. Candidates are expected to have a sound knowledge of the prescribed units and an understanding of the ways in which sources may be evaluated.

A maximum of **five** sources may be set for the source-based case study. No individual source will exceed **120 words**. One or more differing accounts of the same topic or issue might be set, showing different views as time progresses or in communicating to different audiences. Sources may be simplified where necessary.

Each source-based case study will have five sub-questions, testing Objectives 1 and 3. The first four sub-questions will test specific sources. The fifth sub-question will require candidates to use the evidence in multiple sources to demonstrate the skills of analysis, explanation and judgement for an issue related to the topic assessed in the source-based case study. The weighting for each sub-question will be indicated in brackets. A 'Levels of Response Mark Scheme' (LORMs) will be used to assess candidates' answers.

Section B: Essay Questions

Candidates are required to answer 2 out of 3 questions set. The questions will test Objectives 1 and 2 and require candidates to analyse and explain events and / or issues. Each question is worth a total of 10 marks. The questions will be marked using the 'Levels of Response Mark Scheme' (LORMs).

Questions will be set on any issue / topic within the units in the syllabus except for the issue assessed in the source-based case study in Section A in the same year of examination.

5.2.2 Amplification of Syllabus Details for 2195 History Normal (Academic) Level

Unit 1: Extension of European Control in Southeast Asia and Challenges to European Dominance, 1870s–1942	
Focus This unit focuses on the key events and forces that shaped the world order from 1870s to the outbreak of World War II. It examines how the extension of colonial rule in Southeast Asia shaped the development of different Southeast Asian states like Malaya, Indonesia and Vietnam. Students will also examine the interactions between the locals and colonial powers, particularly, how the locals responded, challenged and managed the extension of European control in Southeast Asia. The unit also examines the key forces and developments that shaped the post–World War I world, including the attempts at collective security, the rise of authoritarian regimes in Nazi Germany and Militarist Japan, and the developments that led to the outbreak of World War II in Europe and the Asia-Pacific.	**Making Connections** An understanding of European colonisation in Southeast Asia will help students to make sense of the colonial imprints they see in the society and the region they live in today, and appreciate the ingenuity and resilience of the people in the region. The study of the impact of World War I and II, League of Nations and the rise of authoritarian regimes will also allow students to recognise that the interests and ambitions of individuals and nations can have significant consequences on societies and the world and recognise the need for and importance of international cooperation and collective security to prevent future conflicts.

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts

Overview of Southeast Asia before 1870 *[Non-examinable]*
• Island and mainland Southeast Asia: Geography, people, political systems and the role of external influence on the region
  ▪ Political systems in Southeast Asia before the arrival of the Europeans, including the traditional idea of territorial boundaries
  ▪ Economy, culture and religion of Southeast Asia before the arrival of the Europeans
  ▪ European interest in Southeast Asia
	• Describe the geography, people, political systems of pre-1870 Southeast Asia, and the role of external influences on the region.	• Understand that decisions and actions by people in Southeast Asia in the past were made and taken in the context of that time.	• Imperialism
			• Colonialism

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
Extension of European Control in Southeast Asia British Malaya, 1870s–1920s (Compulsory)* • Extension of British control in Malaya ▪ British presence in Malaya before 1870 *[Non-examinable]* ○ British trading interests in Southeast Asia ○ Significance of the 1824 Anglo-Dutch Treaty on British presence in Malaya ○ Pre-1870 administration of Malaya: Administration of the Straits Settlements, role of local elites, policy of non-intervention in the Malay states ▪ Shift in British policy towards Malaya in 1870s: Case study of Perak ○ Circumstances that led to British intervention - Increased desire to build empires and spheres of influence - Need for raw materials and cash crops - Internal instability due to Larut Wars and succession disputes ○ Role of key players in British intervention ○ Immediate outcome of British intervention • Transformation of Malaya after British intervention in 1874 ▪ Political:	• Explain the circumstances that led to the extension of European influence in Southeast Asia. • Explain the roles of individuals and groups in the extension of European influence. • Explain the impact of European influence on Southeast Asia after 1870.	• Respond to colonial rule in way that is guided by core values. • Respect and manage the diverse of both the colonisers and the locals during colonial rule. • Understand how perspectives and worldviews can lead to lack of respect for others and possibly conflict. • Understand that decisions and actions by people in the past were made and taken in the context of that time.	• Intervention • Direct rule • Indirect rule • Exploitation • Extractive economy • Collaboration • Resistance

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
○ Increased British control over the government and administration of Malaya - Introduction of British Residential System with emphasis on Perak - Establishment of the Federated Malay States (1895) and Unfederated Malay States (1909) ▪ Economic: ○ Growth and development of cash crop (rubber) and mineral industries (tin) and the creation of export-oriented economy ▪ Social: ○ Growth of plural society and townships ○ Emergence of Western-educated elites ▪ Local responses to political, social and economic changes under British rule			
After World War I • Overview of World War I *[Non-examinable]* • Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s ▪ Treaty of Versailles and its immediate impact on Germany ○ "War guilt" clause, reparations, demilitarisation, territorial reductions ▪ Re-drawing of national boundaries and the creation of new nation-states ○ Breakdown of old empires	• Explain the impact of post-war peace settlements on Europe. • Examine the attempts at collective security in the 1920s and its outcomes.	• Empathise with people who have lived through trying times under extreme conditions after World War I. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations.	• Collective security • Self-determination • Balance of power

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
○ Self-determination ▪ Attempts at collective security in the 1920s ○ Successes and failures of the League of Nations at peacekeeping in the 1920s		• Understand that decisions and actions by people in the past were made and taken in the context of that time.	
Rise of Authoritarian Regimes • Overview of the attempts at establishing viable political systems after World War I *[Non-examinable]* Case Study of Nazi Germany* • Circumstances leading to the rise and establishment of authoritarian rule in Germany ▪ Weaknesses of the Weimar government: problems of the Weimar constitution, unpopularity of the Weimar government ▪ Appeal of Hitler and the Nazi Party ○ Role of Hitler ○ Methods of Nazi Party (use of propaganda and force, participation in elections) ▪ Economic challenges ○ Inflation, unemployment and Great Depression • Consolidation of Nazi rule in Germany ▪ Establishment of Hitler's dictatorship and one-party rule ▪ Economic policies	• Demonstrate awareness of political developments after World War I. • Explain the rise of authoritarian regimes and their impact on the political, social and economic context of countries. • Explain the roles of key players in the establishment of authoritarian rule.	• Make judgements on authoritarian regimes and determine the ways to respond to extreme ideas, guided by the core values. • Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times during these authoritarian regimes • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by	• Communism • Nationalism • Authoritarianism • Militarism • Parliamentary rule

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
○ Re-employment and improvement of working conditions and move towards war economy ▪ Social policies ○ German nationalism and persecution of ethnic and minority groups ○ Control of and responses by German society Case Study of Militarist Japan, 1920s–1930s • Circumstances leading to the rise and establishment of authoritarian regime in Japan ▪ Weaknesses of the democratic government in Japan ▪ Economic challenges ○ Inflation, unemployment, landlord-tenant disputes, Great Depression ▪ Appeal of ultranationalist faction ○ Military successes and political assassinations • Increased influence of the militarists in Japan from the 1930s ▪ Consolidation of military power in the government ▪ Economic policies ○ Increased government control over industry and Campaign for Economic Revitalisation ▪ Social policies		people in the past were made and taken in the context of that time. • Manage diverse perspectives and viewpoints of regimes by people in the past.	

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
○ Militarisation of education ○ Control of labour unions			
War in Europe and Asia • Key developments leading to the outbreak of World War II in Europe* ▪ Ineffectiveness of the League of Nations in the 1930s ○ Failure of at disarmament in the 1930s ○ Abyssinian Crisis (1935) and its implications ▪ Germany's aggressive foreign policy ○ Plebiscite in the Saar region, 1935 ○ Remilitarisation of the Rhineland, 1936 ○ Anschluss with Austria, 1938 ○ The Munich Agreement and the invasion of Czechoslovakia, 1938–1939 ○ Nazi-Soviet Non-Aggression Pact and the invasion of Poland, 1939 ▪ Policy of appeasement • Key developments leading to the outbreak of World War II in the Asia-Pacific ▪ Ineffectiveness of the League of Nations in the 1930s ▪ Worsening of US-Japan relations ▪ Japan's expansionist foreign policy ○ Aggression towards China from 1937 ○ Greater East Asia Co-Prosperity Sphere	• Explain the reasons for the outbreak of World War II in Europe and the Asia-Pacific. • Explain the roles played by individuals and groups in developments leading to the outbreak of World War II.	• Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Identify and embrace the connection between individuals and the larger community and realise that the actions	• Appeasement • Theatres of war • Alliances • Expansionism • Militarism

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
○ Bombing of Pearl Harbour, 1941		of individuals can impact the community and country.	

Unit 2: Developments in the Post–World War World: Decolonisation and the Cold War, 1940s–1991	
Focus This unit continues to trace the development of the shifting world order after World War II. Students will look specifically at the Cold War by examining the confrontation between the United States of America (USA) and the Union of Soviet Socialist Republics (USSR), and their emergence as superpowers during this period. They also examine the causes and consequences of this rivalry on Europe and Asia. The unit also explores the forces, developments and actors that shaped the decolonisation and the emergence of independent nations in Southeast Asia, and examines the interplay of Cold War tensions and local politics in the 1950s–1970s.	**Making Connections** An understanding of the key developments of the Cold War and the decolonisation and establishment of independent states in Southeast Asia will enable students to make sense of the Southeast Asian region and world today. Through the study, students will also recognise that decisions and actions of individuals made in specific contexts can lead to momentous changes and have consequences on people and countries. This will in turn allow them to better relate and respond to present-day issues of geopolitical significance.

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
War in Europe and Asia • Reasons for end of World War II ▪ Strengths of the Allies ○ American entry into the war (economic resources and manpower) ○ Allied strategies (D-Day, island hopping, dropping of the Atomic Bomb) ○ Role of the Soviet Union ▪ Military weaknesses of Germany and Japan ○ Germany - Ineffective command structure - War on two fronts ○ Japan - Overextension of empire	• Explain the reasons for the end of World War II.	• Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure	• Conflict

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
- Inability to access raw materials from empire *Note: Teachers should note that, although detailed study of the military campaigns of World War II is not required, students will need to be aware of the major turning points of the war leading to the defeat of Germany and Japan.*		peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time.	
The Cold War • Origins and development of the Cold War in Europe* ▪ End of World War II and its impact on Europe ○ Circumstances in post-war Europe ○ Emergence of the USA and USSR as superpowers ▪ Growing mistrust between USA and USSR ○ Differences in ideology ○ Breakdown of wartime alliances ○ Division of Europe after World War II ▪ Intensification of superpower rivalry ○ American containment policy: Political, economic and military actions ○ Soviet responses: Political, economic and military actions • Extension of the Cold War outside Europe: Case study of Korean War, 1950–53 ▪ Post–World War II developments in Korea	• Explain the immediate impact of World War II on Europe. • Examine how Cold War tensions were manifested in Europe. • Explain the impact of rivalry between the USA and USSR in the aftermath of World War II. • Explain the impact of the emergence of communist China on Cold War tensions. • Explain the reasons for the outbreak of the Korean War and the Vietnam War, and their aftermath.	• Understand how differing beliefs and ideas can lead to disagreements and conflicts. • Empathise with people who have lived through trying times under extreme conditions during the Cold War. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Embrace the importance of cooperation and seeking amicable solutions to ensure	• Cold War • Bipolarity • Containment • Communism • Command economy • Democracy • Capitalist economy • Superpower rivalry • Proxy war • Civil War

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
○ Post-war occupation, partition of Korea, border clashes ▪ Emergence of communist China ○ Expansion of a communist bloc, Sino-Soviet Alliance ▪ Outbreak of the Korean War ○ Role of key players in the conflict: North Korea, South Korea, USA, UN, China and the USSR ▪ The Korean Armistice Agreement and the immediate aftermath ○ Demilitarised zone, impact on US policy in Asia, escalation of tension between NATO and Warsaw Pact • Extension of the Cold War outside Europe: Case study of Vietnam War, 1954–75 ▪ Key developments in North and South Vietnam in the 1950s ○ Partition of Vietnam in 1954, consolidation of communist control in North Vietnam and instability in South Vietnam - Discontentment over the Geneva Accords - Failure to carry out national elections in 1956 - Unpopularity of Ngo Dinh Diem's actions and the support from the North for the insurgency in the South	• Examine the extent and impact of superpowers involvement in civil wars with reference to the Korean War and the Vietnam War. • Examine the immediate aftermath of the Korean War and the Vietnam War on Cold War developments.	peaceful coexistence between people and nation. • Manage diverse perspectives and viewpoints of people in the past.	

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
▪ Escalation of tensions between North and South Vietnam from 1954 ○ Role of key players in the conflict: North Vietnam, South Vietnam, USA, USSR and China ▪ The end of the Vietnam War and the immediate aftermath ○ Reunification of Vietnam, beginning of détente *Note: Teachers should note that, although detailed studies of the military campaigns of the Korean War and Vietnam War are not required, students will need to be aware of the major turning points of the wars.*			
Decolonisation and Establishment of Newly-Independent Nations in Southeast Asia British Malaya, 1945–1957 (Compulsory)* • Developments leading to decolonisation ▪ Impact of World War II on decolonisation in Malaya ○ Shift in local perceptions of the British ○ Strengthening of local resistance groups ▪ British efforts in granting self-government and local responses ○ Malayan Union, 1946 and Federation of Malaya, 1948 ▪ Influence of Cold War on decolonisation in Malaya	• Explain the immediate impact of WWII on decolonisation in Southeast Asia. • Explain how the Cold War politics affected the struggle for independence in Southeast Asia. • Examine the responses by the Europeans in responding to Southeast Asia's struggle for independence.	• Understand how differing perspectives and worldviews can lead to conflicts. • Value the importance of self-determination and independence from foreign rule. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence	• Decolonisation • Nationalism • Sovereignty • Independence • Resistance • Collaboration •

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
○ British policy of decolonisation ○ The Communist insurgency in Malaya • Attainment of independence in 1957	• Explain how independence was achieved in Southeast Asia.	between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time • Empathise with people who have lived through trying times under extreme conditions during the period of decolonisation. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country. • Manage diverse perspectives and viewpoints of people in the past.	
End of the Cold War • Overview of different phases of thawing and rising tensions between the USA and the USSR in the 1960s and 1970s [Non-examinable]	• Explain the reasons that led to the decline of the USSR.	• Understand how differing beliefs and ideas can lead to	• Cold War • Bipolarity • Détente

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
• Decline of the USSR and the end of the Cold War ▪ Ineffectiveness of Soviet command economy ○ Structural weaknesses and their effect on Soviet standards of living ▪ External economic burdens of the USSR ○ Increased military spending ○ Increased resistance within the communist bloc ○ Commitment to Warsaw Pact ▪ Escalation of USA-USSR tensions in the 1980s ○ USA economic might and the re-intensification of arms race ▪ Impact of Gorbachev's economic and political reforms on the USSR and its fall ○ Failure to revive the Soviet economy ○ Loss of confidence in the Soviet government ○ Collapse of the Eastern European bloc ○ Disintegration of the USSR	• Explain the reasons for the end of the Cold War.	disagreements and conflicts. • Empathise with people who have lived through trying times under extreme conditions during the period of the end of Cold War. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nation. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country.	• Arms Race • Diplomacy • Communism • Command economy • Democracy • Capitalist economy • Glasnost • Perestroika • Reform

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
		• Manage diverse perspectives and viewpoints of people in the past.	

Source-based case studies will only be set on the topics indicated by the symbol (*).

5.3 2261 Humanities (History) Ordinary Level

5.3.1 Scheme of Assessment

Assessment Specification Grid

Assessment Objectives	Weighting
AO1+2	20%
AO1+3	30%
Total	50%

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

Assessment Format

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.

The Making of the 20th Century Modern World, 1910s–1991	
Section A: Source-Based Case Study (30%) • Maximum of 6 sources • Q1(a)-(e): source-based questions (AO1+AO3)	30m
Section B: Essay Questions (20%) • 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**

Section A: Source-Based Case Study

Candidates are required to answer the compulsory source-based case study. The topics for the source-based case study are prescribed and indicated by the symbol (*) in the syllabus content. Candidates are expected to have a sound knowledge of the prescribed units and an understanding of the ways in which sources may be evaluated.

A maximum of **six** sources may be set for the source-based case study. No individual source will exceed **150 words**. One or more differing accounts of the same topic or issue might be set, showing different views as time progresses or in communicating to different audiences. Sources may be simplified where necessary.

Each source-based case study will have five sub-questions, testing Objectives 1 and 3. The first four sub-questions will test specific sources. The fifth sub-question will require candidates to use the evidence in multiple sources to demonstrate the skills of analysis, explanation and judgement for an issue related to the topic assessed in the source-based case study. The weighting for each sub-question will be indicated in brackets. A 'Levels of Response Mark Scheme' (LORMs) will be used to assess candidates' answers.

Section B: Essay Questions

Candidates are required to answer 2 out of 3 questions set. The questions will test Objectives 1 and 2 and require candidates to analyse and evaluate, and make judgement on events and / or issues. Each question is worth a total of 10 marks. The questions will be marked using the 'Levels of Response Mark Scheme' (LORMs).

Questions will be set on any issue / topic within the units in the syllabus except for the issue assessed in the source-based case study in Section A in the same year of examination.

5.3.2 Amplification of Syllabus Details for 2261 Humanities (History) Ordinary Level

Unit 1: Challenges to European Dominance after World War I, 1910s–1942	
Focus This unit examines the key forces and developments that shaped the post–World War I world, including the attempts at collective security, the rise of authoritarian regimes in Nazi Germany and Militarist Japan, and the developments that led to the outbreak of World War II in Europe and the Asia-Pacific.	**Making Connections** The study of the impact of World War I and World War II, League of Nations and the rise of authoritarian regimes will allow students to recognise that the interests and ambitions of individuals and nations can have significant consequences on societies and the world and appreciate the need for and importance of international cooperation and collective security to prevent future conflicts.

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
After World War I • Overview of World War I *[Non-examinable]* • Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s ▪ Treaty of Versailles and its immediate impact on Germany ○ "War guilt" clause, reparations, demilitarisation, territorial reductions ▪ Re-drawing of national boundaries and the creation of new nation-states ○ Breakdown of old empires ○ Self-determination ▪ Attempts at collective security in the 1920s	• Assess the impact of post-war peace settlements on Europe. • Assess the attempts at collective security in the 1920s and its outcomes.	• Empathise with people who have lived through trying times under extreme conditions after World War I. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past	• Collective security • Self-determination • Balance of power •

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
○ Successes and failures of the League of Nations at peacekeeping in the 1920s		were made and taken in the context of that time.	
Rise of Authoritarian Regimes • Overview of the attempts at establishing viable political systems after World War I *[Non-examinable]* Case Study of Nazi Germany* • Circumstances leading to the rise and establishment of authoritarian rule in Germany ▪ Weaknesses of the Weimar government: problems of the Weimar constitution, unpopularity of the Weimar government ▪ Appeal of Hitler and the Nazi Party ○ Role of Hitler ○ Methods of Nazi Party (use of propaganda and force, participation in elections) ▪ Economic challenges ○ Inflation, unemployment and Great Depression • Consolidation of Nazi rule in Germany ▪ Establishment of Hitler's dictatorship and one-party rule ▪ Economic policies	• Demonstrate awareness of political developments after World War I. • Examine the rise of authoritarian regimes and evaluate their impact on the political, social and economic context of countries. • Evaluate the roles of key players in the establishment of authoritarian rule.	• Make judgements on authoritarian regimes and determine the ways to respond to extreme ideas, guided by the core values. • Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times during these authoritarian regimes • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations.	• Communism • Nationalism • Authoritarianism • Militarism • Parliamentary rule

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
○ Re-employment and improvement of working conditions and move towards war economy ▪ Social policies ○ German nationalism and persecution of ethnic and minority groups ○ Control of and responses by German society Case Study of Militarist Japan, 1920s–1930s • Circumstances leading to the rise and establishment of authoritarian regime in Japan ▪ Weaknesses of the democratic government in Japan ▪ Economic challenges ○ Inflation, unemployment, landlord-tenant disputes, Great Depression ▪ Appeal of ultranationalist faction ○ Military successes and political assassinations • Increased influence of the militarists in Japan from the 1930s ▪ Consolidation of military power in the government ▪ Economic policies ○ Increased government control over industry and Campaign for Economic Revitalisation		• Understand that decisions and actions by people in the past were made and taken in the context of that time. • Manage diverse perspectives and viewpoints of regimes by people in the past.	

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
▪ Social policies ○ Militarisation of education ○ Control of labour unions			
War in Europe and Asia • Key developments leading to the outbreak of World War II in Europe* ▪ Ineffectiveness of the League of Nations in the 1930s ○ Failure of at disarmament in the 1930s ○ Abyssinian Crisis (1935) and its implications ▪ Germany's aggressive foreign policy ○ Plebiscite in the Saar region, 1935 ○ Remilitarisation of the Rhineland, 1936 ○ Anschluss with Austria, 1938 ○ The Munich Agreement and the invasion of Czechoslovakia, 1938–1939 ○ Nazi-Soviet Non-Aggression Pact and the invasion of Poland, 1939 ▪ Policy of appeasement • Key developments leading to the outbreak of World War II in the Asia-Pacific ▪ Ineffectiveness of the League of Nations in the 1930s ▪ Worsening of US-Japan relations	• Evaluate the reasons for the outbreak of World War II in Europe and the Asia-Pacific. • Evaluate the roles played by individuals and groups in developments leading to the outbreak of World War II.	• Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time.	• Appeasement • Theatres of war • Alliances • Expansionism • Militarism •

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
▪ Japan's expansionist foreign policy ○ Aggression towards China from 1937 ○ Greater East Asia Co-Prosperity Sphere ○ Bombing of Pearl Harbour, 1941		• Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country.	

Unit 2: Developments in the Post–World War II World: The Cold War, 1940s–1991	
Focus This unit continues to trace the development of the shifting world order after World War II. Students will look specifically at the Cold War by examining the confrontation between the United States of America (USA) and the Union of Soviet Socialist Republics (USSR), and their emergence as superpowers during this period. They also examine the causes and consequences of this rivalry on Europe and Asia.	**Making Connections** An understanding of the key developments of the Cold War will enable students to make sense of the Southeast Asian region and world today. Through the study, students will also recognise that decisions and actions of individuals made in specific contexts can lead to momentous changes and have consequences on people and countries. This will in turn allow them to better relate and respond to present-day issues of geopolitical significance.

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
War in Europe and Asia • Reasons for end of World War II ▪ Strengths of the Allies ○ American entry into the war (economic resources and manpower) ○ Allied strategies (D-Day, island hopping, dropping of the Atomic Bomb) ○ Role of the Soviet Union ▪ Military weaknesses of Germany and Japan ○ Germany - Ineffective command structure - War on two fronts ○ Japan - Overextension of empire	• Assess the reasons for the end of World War II.	• Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence	• Conflict

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
- Inability to access raw materials from empire *Note: Teachers should note that, although detailed study of the military campaigns of World War II is not required, students will need to be aware of the major turning points of the war leading to the defeat of Germany and Japan.*		between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time.	
The Cold War • Origins and development of the Cold War in Europe* ▪ End of World War II and its impact on Europe ○ Circumstances in post-war Europe ○ Emergence of the USA and USSR as superpowers ▪ Growing mistrust between USA and USSR ○ Differences in ideology ○ Breakdown of wartime alliances ○ Division of Europe after World War II ▪ Intensification of superpower rivalry ○ American containment policy: Political, economic and military actions ○ Soviet responses: Political, economic and military actions	• Assess the immediate impact of World War II on Europe. • Examine how Cold War tensions are manifested in Europe. • Assess the impact of rivalry between the USA and USSR in the aftermath of World War II. • Assess the impact of the emergence of communist China on Cold War tensions. • Assess the reasons for the outbreak of the Korean War and the	• Understand how differing beliefs and ideas can lead to disagreements and conflicts. • Empathise with people who have lived through trying times under extreme conditions during the Cold War. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Embrace the importance of cooperation and	• Cold War • Bipolarity • Containment • Communism • Command economy • Democracy • Capitalist economy • Superpower rivalry • Proxy war • Civil War

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
• Extension of the Cold War outside Europe: Case study of Korean War, 1950–53* ▪ Post–World War II developments in Korea ○ Post-war occupation, partition of Korea, border clashes ▪ Emergence of communist China ○ Expansion of a communist bloc, Sino-Soviet Alliance ▪ Outbreak of the Korean War ○ Role of key players in the conflict: North Korea, South Korea, USA, UN, China and the USSR ▪ The Korean Armistice Agreement and the immediate aftermath ○ Demilitarised zone, impact on US policy in Asia, escalation of tension between NATO and Warsaw Pact • Extension of the Cold War outside Europe: Case study of Vietnam War, 1954–75 ▪ Key developments in North and South Vietnam in the 1950s ○ Partition of Vietnam in 1954, consolidation of communist control in North Vietnam and instability in South Vietnam - Discontentment over the Geneva Accords	Vietnam War, and their aftermath. • Evaluate the extent and impact of superpowers involvement in civil wars with reference to the Korean War and the Vietnam War. • Examine the immediate aftermath of the Korean War and the Vietnam War on Cold War developments.	seeking amicable solutions to ensure peaceful coexistence between people and nation. • Manage diverse perspectives and viewpoints of people in the past.	

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
- Failure to carry out national elections in 1956 - Unpopularity of Ngo Dinh Diem's actions and the support from the North for the insurgency in the South ▪ Escalation of tensions between North and South Vietnam from 1954 ○ Role of key players in the conflict: North Vietnam, South Vietnam, USA, USSR and China ▪ The end of the Vietnam War and the immediate aftermath ○ Reunification of Vietnam, beginning of détente *Note: Teachers should note that, although detailed studies of the military campaigns of the Korean War and Vietnam War are not required, students will need to be aware of the major turning points of the wars.*			
End of the Cold War • 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 ▪ Ineffectiveness of Soviet command economy	• Assess the reasons that led to the decline of the USSR. • Evaluate the reasons for the end of the Cold War.	• Understand how differing beliefs and ideas can lead to disagreements and conflicts. • Empathise with people who have lived through trying times under	• Cold War • Bipolarity • Détente • Arms race • Diplomacy • Communism • Command economy

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
○ Structural weaknesses and their effect on Soviet standards of living ▪ External economic burdens of the USSR ○ Increased military spending ○ Increased resistance within the communist bloc ○ Commitment to Warsaw Pact ▪ Escalation of USA-USSR tensions in the 1980s ○ USA economic might and the re-intensification of arms race ▪ Impact of Gorbachev's economic and political reforms on the USSR and its fall ○ Failure to revive the Soviet economy ○ Loss of confidence in the Soviet government ○ Collapse of the Eastern European bloc ○ Disintegration of the USSR		extreme conditions during the period of the end of Cold War. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nation. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country. • Manage diverse perspectives and	• Democracy • Capitalist economy • Glasnost • Perestroika • Reform

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
		viewpoints of people in the past.	

Source-based case studies will only be set on the topics indicated by the symbol (*).

5.4 2126 Humanities (History) Normal (Academic) Level

5.4.1 Scheme of Assessment

Assessment Specification Grid

Assessment Objectives	Weighting
AO1+2	20%
AO1+3	30%
Total	50%

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

Assessment Format

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 20th Century Modern World, 1910s–1991	
Section A: Source-Based Case Study (30%) • Maximum of 5 sources • Q1a-e: source-based questions (AO1+AO3)	30m
Section B: Essay Questions (20%) • 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**

Section A: Source-Based Case Study

Candidates are required to answer the compulsory source-based case study. The topics for the source-based case study are prescribed and indicated by the symbol (*) in the syllabus content. Candidates are expected to have a sound knowledge of the prescribed units and an understanding of the ways in which sources may be evaluated.

A maximum of **five** sources may be set for the source-based case study. No individual source will exceed **120 words**. One or more differing accounts of the same topic or issue might be set, showing different views as time progresses or in communicating to different audiences. Sources may be simplified where necessary.

Each source-based case study will have five sub-questions, testing Objectives 1 and 3. The first four sub-questions will test specific sources. The fifth sub-question will require candidates to use the evidence in multiple sources to demonstrate the skills of analysis, explanation and judgement for an issue related to the topic assessed in the source-based case study. The weighting for each sub-question will be indicated in brackets. A 'Levels of Response Mark Scheme' (LORMs) will be used to assess candidates' answers.

Section B: Essay Questions

Candidates are required to answer 2 out of 3 questions set. The questions will test Objectives 1 and 2 and require candidates to analyse and explain events and / or issues. Each question is worth a total of 10 marks. The questions will be marked using the 'Levels of Response Mark Scheme' (LORMs).

Questions will be set on any issue / topic within the units in the syllabus except for the issue assessed in the source-based case study in Section A in the same year of examination.

4.2 Amplification of Syllabus Details for 2126 Humanities (History) Normal (Academic) Level

Unit 1: Challenges to European Dominance after World War I, 1910s–1942	
Focus This unit examines the key forces and developments that shaped the post-World War I world, including the attempts at collective security, the rise of authoritarian regimes in Nazi Germany, and the developments that led to the outbreak of World War II in Europe and the Asia-Pacific.	**Making Connections** The study of the impact of World War I and World War II, League of Nations and the rise of authoritarian regimes will allow students to recognise that the interests and ambitions of individuals and nations can have significant consequences on societies and the world and appreciate the need for and importance of international cooperation and collective security to prevent future conflicts

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts

After World War I
• Overview of World War I *[Non-examinable]*
• Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s
  ▪ Treaty of Versailles and its immediate impact on Germany
  ○ "War guilt" clause, reparations, demilitarisation, territorial reductions
  ▪ Re-drawing of national boundaries and the creation of new nation-states
  ○ Breakdown of old empires
  ○ Self-determination
  ▪ Attempts at collective security in the 1920s
  ○ Successes and failures of the League of Nations at peacekeeping in the 1920s
	• Explain the impact of post-war peace settlements on Europe.
	• Examine the attempts at collective security in the 1920s and its outcomes.
		• Empathise with people who have lived through trying times under extreme conditions after World War I.
		• Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations.
		• Understand that decisions and actions by people in the past were made and taken in the context of that time.
			• Collective security
			• Self-determination
			• Balance of power

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
Rise of Authoritarian Regimes • Overview of the attempts at establishing viable political systems after World War I *[Non-examinable]* Case Study of Nazi Germany* • Circumstances leading to the rise and establishment of authoritarian rule in Germany ▪ Weaknesses of the Weimar government: problems of the Weimar constitution, unpopularity of the Weimar government ▪ Appeal of Hitler and the Nazi Party ○ Role of Hitler ○ Methods of Nazi Party (use of propaganda and force, participation in elections) ▪ Economic challenges ○ Inflation, unemployment and Great Depression • Consolidation of Nazi rule in Germany ▪ Establishment of Hitler's dictatorship and one-party rule ▪ Economic policies ○ Re-employment and improvement of working conditions and move towards war economy ▪ Social policies ○ German nationalism and persecution of ethnic and minority groups ○ Control of and responses by German society	• Demonstrate awareness of political developments after World War I. • Explain the rise of authoritarian regimes and their impact on the political, social and economic context of countries. • Explain the roles of key players in the establishment of authoritarian rule.	• Make judgements on authoritarian regimes and determine the ways to respond to extreme ideas, guided by the core values. • Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times during these authoritarian regimes • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Manage diverse perspectives and viewpoints of regimes by people in the past.	• Communism • Nationalism • Authoritarianism • Militarism • Parliamentary rule

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
War in Europe and Asia • Key developments leading to the outbreak of World War II in Europe* ▪ Ineffectiveness of the League of Nations in the 1930s ○ Failure of at disarmament in the 1930s ○ Abyssinian Crisis (1935) and its implications ▪ Germany's aggressive foreign policy ○ Plebiscite in the Saar region, 1935 ○ Remilitarisation of the Rhineland, 1936 ○ Anschluss with Austria, 1938 ○ The Munich Agreement and the invasion of Czechoslovakia, 1938–1939 ○ Nazi-Soviet Non-Aggression Pact and the invasion of Poland, 1939 ▪ Policy of appeasement • Key developments leading to the outbreak of World War II in the Asia-Pacific ▪ Ineffectiveness of the League of Nations in the 1930s ▪ Worsening of US-Japan relations ▪ Japan's expansionist foreign policy ○ Aggression towards China from 1937 ○ Greater East Asia Co-Prosperity Sphere ○ Bombing of Pearl Harbour, 1941	• Explain the reasons for the outbreak of World War II in Europe and the Asia-Pacific. • Explain the roles played by individuals and groups in developments leading to the outbreak of World War II.	• Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country.	• Appeasement • Theatres of war • Alliances • Expansionism • Militarism •

Unit 2: Developments in the Post–World War II World: The Cold War, 1940s–1991	
Focus This unit continues to trace the development of the shifting world order after World War II. Students will look specifically at the Cold War by examining the confrontation between the United States of America (USA) and the Union of Soviet Socialist Republics (USSR), and their emergence as superpowers during this period. They also examine the causes and consequences of this rivalry on Europe and Asia.	**Making Connections** An understanding of the key developments of the Cold War will enable students to make sense of the Southeast Asian region and world today. Through the study, students will also recognise that decisions and actions of individuals made in specific contexts can lead to momentous changes and have consequences on people and countries. This will in turn allow them to better relate and respond to present-day issues of geopolitical significance.

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
War in Europe and Asia • Reasons for end of World War II ▪ Strengths of the Allies ○ American entry into the war (economic resources and manpower) ○ Allied strategies (D-Day, island hopping, dropping of the Atomic Bomb) ○ Role of the Soviet Union ▪ Military weaknesses of Germany and Japan ○ Germany - Ineffective command structure - War on two fronts ○ Japan - Overextension of empire - Inability to access raw materials from empire	• Explain the reasons for the end of World War II.	• Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the	• Conflict

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
Note: Teachers should note that, although detailed study of the military campaigns of World War II is not required, students will need to be aware of the major turning points of the war leading to the defeat of Germany and Japan.		past were made and taken in the context of that time.	
The Cold War • Origins and development of the Cold War in Europe* ▪ End of World War II and its impact on Europe ○ Circumstances in post-war Europe ○ Emergence of the USA and USSR as superpowers ▪ Growing mistrust between USA and USSR ○ Differences in ideology ○ Breakdown of wartime alliances ○ Division of Europe after World War II ▪ Intensification of superpower rivalry ○ American containment policy: Political, economic and military actions ○ Soviet responses: Political, economic and military actions • Extension of the Cold War outside Europe: Case study of Vietnam War, 1954–75 ▪ Key developments in North and South Vietnam in the 1950s ○ Partition of Vietnam in 1954, consolidation of communist control in North Vietnam and instability in South Vietnam	• Explain the immediate impact of World War II on Europe. • Examine how Cold War tensions were manifested in Europe. • Explain the impact of rivalry between the USA and USSR in the aftermath of World War II. • Explain the reasons for the outbreak of the Vietnam War, and its aftermath. • Examine the extent and impact of superpowers involvement in civil wars with reference to the Vietnam War. • Examine the immediate aftermath of the Vietnam War on Cold War developments.	• Understand how differing beliefs and ideas can lead to disagreements and conflicts. • Empathise with people who have lived through trying times under extreme conditions during the Cold War. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nation. • Manage diverse perspectives and viewpoints of people in the past.	• Cold War • Bipolarity • Containment • Communism • Command economy • Democracy • Capitalist economy • Superpower rivalry • Proxy war • Civil War

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
- Discontentment over the Geneva Accords - Failure to carry out national elections in 1956 - Unpopularity of Ngo Dinh Diem's actions and the support from the North for the insurgency in the South ▪ Escalation of tensions between North and South Vietnam from 1954 ○ Role of key players in the conflict: North Vietnam, South Vietnam, USA, USSR and China ▪ The end of the Vietnam War and the immediate aftermath ○ Reunification of Vietnam, beginning of détente *Note: Teachers should note that, although detailed studies of the military campaigns of the Korean War and Vietnam War are not required, students will need to be aware of the major turning points of the wars.*			
End of the Cold War • 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 ▪ Ineffectiveness of Soviet command economy ○ Structural weaknesses and their effect on Soviet standards of living ▪ External economic burdens of the USSR ○ Increased military spending	• Explain the reasons that led to the decline of the USSR. • Explain the reasons for the end of the Cold War.	• Understand how differing beliefs and ideas can lead to disagreements and conflicts. • Empathise with people who have lived through trying times under extreme conditions during the period of the end of Cold War. • Understand that decisions and actions by people in the	• Cold War • Bipolarity • Détente • Arms race • Diplomacy • Communism • Command economy • Democracy • Capitalist economy • Glasnost

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
○ Increased resistance within the communist bloc ○ Commitment to Warsaw Pact ▪ Escalation of USA-USSR tensions in the 1980s ○ USA economic might and the re-intensification of arms race ▪ Impact of Gorbachev's economic and political reforms on the USSR and its fall ○ Failure to revive the Soviet economy ○ Loss of confidence in the Soviet government ○ Collapse of the Eastern European bloc ○ Disintegration of the USSR		past were made and taken in the context of that time. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nation. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country. • Manage diverse perspectives and viewpoints of people in the past.	• Perestroika • Reform

Source-based case studies will only be set on the topics indicated by the symbol (*).

SECTION 6:
READINGS AND RESOURCES

Southeast Asian History and Modern World History
Pedagogy
Assessment

6.1 Readings on Southeast Asian History and Modern World History

Note that the complete reading list including topics in Unit 2 will be updated in November 2023.

Overview of Southeast Asia before 1870		
S/N	**Book**	**Call No / Location**
1	**Title:** The Cambridge History of Southeast Asia Vol 2, Part 1, from c.1800 to the 1930s **Editor:** Nicholas Tarling **Publisher:** Cambridge University Press, Cambridge, 1999.	RSEA 959 CAM Lee Kong Chian Reference Library
2	**Title:** The Emergence of Modern Southeast Asia: A New History **Editor:** Norman G. Owen **Publisher:** Singapore University Press, Singapore, 2005.	RSING q959 EME Lee Kong Chian Reference Library
3	**Title:** Southeast Asia: A Modern History **Author:** Nicholas Tarling **Publisher:** Oxford University Press, Victoria, Australia, 2001.	RSEA 959 TAR Lee Kong Chian Reference Library
4	**Title:** In Search of Southeast Asia: A Modern History **Editor:** David Joel Steinberg **Publisher:** University of Hawaii Press, Honolulu, 1985.	RSING 959 IN Lee Kong Chian Reference Library
5	**Title:** Southeast Asia: Past and Present (Sixth edition) **Author:** D.R. SarDesai **Publisher:** Westview Press, Boulder, 2010.	RSEA 959 SAR Lee Kong Chian Reference Library

S/N	Website
1	**Title:** Images of Colonialism **Website Link:** https://library.harvard.edu/collections/images-colonialism

S/N	Book	Call No / Location
1	**Title:** A History of Malaysia **Authors:** Barbara Watson Andaya and Leonard Y. Andaya. **Publisher:** University of Hawaii Press, Honolulu, 2017.	English 959.5 Public Libraries Lee Kong Chian Reference Library *e-book is available in NLB*
2	**Title:** Rulers and Residents: Influence and Power in the Malay States, 1870–1920 (South-East Asian Historical Monographs) **Author:** J.M. Gullick **Publisher:** Oxford University Press, Singapore, 1992.	RSING English 959.5103 GUL Lee Kong Chian Reference Library
3	**Title:** British Policy in the Malay Peninsula and Archipelago, 1824–1871. **Author:** Nicholas Tarling **Publisher:** Oxford University Press, Kuala Lumpur, New York, 1969.	RSING English 327.420895 TAR Lee Kong Chian Reference Library
4	**Title:** Malaysia: Selected Historical Readings **Editors:** John Bastin and Robin W. Winks **Publisher:** KTO Press, Liechtenstein, 1979.	RSING 959.5 BAS Lee Kong Chian Reference Library

S/N	Book	Call No / Location
5	**Title:** The Hikayat Abdullah: The Autobiography of Abdullah bin Kadir (1797–1854) **Translator:** A.H. Mills **Publisher:** Oxford University Press, Singapore, 1953.	English 959.51032 ABD Lee Kong Chian Reference Library
6	**Title:** The Myth of the Lazy Native: A Study of the Image of the Malays, Filipinos and Javanese from the 16th to the 20th Century and Its Function in the Ideology of Colonial Capitalism **Author:** Syed Hussein Alatas **Publisher:** London; New York: Routledge, 2010.	RSING English 301.4510959 Lee Kong Chian Reference Library
7	**Title:** The Underside of Malaysian History: Pullers, Prostitutes, Plantation Workers. **Editors:** Peter J. Rimmer and Lisa M. Allen **Publisher:** Singapore University Press for Malaysia Society of the Asian Studies Association of Australia, Singapore, c.1990.	RSING English 305.56209595 UND Lee Kong Chian Reference Library
8	**Title:** Honourable Intentions: Talks on the British Empire in Southeast Asia delivered at the Royal Colonial Institute, 1874–1928. **Editor:** Paul H. Kratoska **Publisher:** Oxford University Press, Singapore, 1983.	RSING English 959.5 HON Lee Kong Chian Reference Library
9	**Title:** A Collection of Treaties and Other Documents Affecting the States of Malaysia, 1761–1963	RSEA English 341.0264595 COL v. 1 Lee Kong Chian Reference Library

S/N	Book	Call No / Location
	Editors: J. de V. Allen, A. J. Stockwell, and L. R. Wright. **Publisher:** Oceana Publications, London, New York, 1981.	
10	**Title:** Illustrated Guide to the Federated Malay States 1923 **Author:** Cuthbert Woodville Harrison **Publisher:** Oxford University Press, Singapore, 1985.	RSING 959.5 ILL Lee Kong Chian Reference Library
11	**Title:** Revisiting Malaya: Uncovering Historical and Political Thoughts in Nusantara **Editor:** Show Ying Xin and Ngoi Guat Peng **Publisher:** Strategic Information and Research Development Centre, Malaysia, 2020.	959.5 Rev Public Libraries
12	**Title:** The Invention of Politics in Colonial Malaya **Author:** Anthony Milner **Publisher:** Cambridge University Press, New York, 2002.	RSEA 959.5 MIL Lee Kong Chian Reference Library

S/N	Journal
1	**Title:** Rice Cultivation and the Ethnic Division of Labor in British Malaya **Author:** Paul H. Kratoska **Journal Link:** Comparative Studies in Society and History, Vol. 24, No. 2, 1982

S/N	Journal
2	**Title:** Terribly Severe Though Mercifully Short: The Episode of the 1918 Influenza in British Malaya **Author:** Kai Khiun Liew **Journal Link:** Modern Asian Studies, Vol. 41, No. 2, 2007

S/N	Video
1	**Title:** Raffles Revealed – S1E2: Emporium of the East **Video Link:** https://www.channelnewsasia.com/watch/raffles-revealed/emporium-east-1517276
2	**Title:** British in Malaya **Video Link:** http://www.youtube.com/watch?v=nncOcrKpT8E

S/N	Websites
1	**Title:** British Library Learning: Trading Places **Website Link:** https://www.webarchive.org.uk/wayback/archive/20150423081454/http:/www.bl.uk/learning/histcitizen/trading/tradingplaces.html
2	**Title:** A History of the Malay Peninsula **Website Link:** http://www.sabrizain.org/malaya/
3	**Title:** World Through a Lens **Website Link:** https://www.flickr.com/photos/nationalarchives/collections/72157632921688592/

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

S/N	Book	Call No / Location
1	**Title:** A History of Modern Indonesia since c.1200 **Author:** M.C. Ricklefs **Publisher:** Palgrave Macmillan, New York, 2008.	RSEA 959.8 RIC Lee Kong Chian Reference Library
2	**Title:** The Indonesian Reader: History, Culture, Politics **Editors:** Tineke Hellwig and Eric Tagliacozzo **Publisher:** Duke University Press, Durham and London, 2009.	English 959.8 IND Lee Kong Chian Reference Library
3	**Title:** A Short History of Indonesia: The Unlikely Nation? **Author:** Colin Brown **Publisher:** Talisman Publishing, Australia, 2011.	RSEA 959.8 BRO Lee Kong Chian Reference Library
4	**Title:** Historical Dictionary of Indonesia (Third edition) **Editor:** Audrey Kahin **Publisher:** Rowman & Littlefield, Lanham, 2015.	RSEA 959.8003 KAH Lee Kong Chian Reference Library
5	**Title:** Historical Atlas of Indonesia **Author:** Robert Cribb **Publisher:**	RSEA 959.8 CRI Lee Kong Chian Reference Library

S/N	Book	Call No / Location
	New Asian Library, Singapore, 2000	
6	**Title:** The Late Colonial State in Indonesia: Political and Economic Foundations of the Netherlands Indies 1880–1942 **Editor:** Robert Cribb **Publisher:** KITLV Press, Leiden, 1994.	RSEA 959.8 CRI Lee Kong Chian Reference Library
7	**Title:** Dutch Culture Overseas: Colonial Practice in the Netherlands Indies, 1900–1942 **Author:** Frances Gouda **Publisher:** Equinox Publishing, Singapore, 2008.	RSEA 959.8 GOU Lee Kong Chian Reference Library
8	**Title:** Mirror of the Indies: A History of Dutch Colonial Literature **Author:** Rob Nieuwenhuys **Publisher:** Periplus, Hong Kong, 1999.	English839.31099598 NIE –[JSB] Lee Kong Chian Reference Library
9	**Title:** The Kapitan Cina of Batavia, 1837–1942: A History of Chinese Establishment in Colonial Society **Author:** Mona Lohanda **Publisher:** Djambatan, Jakarta, 1996.	RSEA 959.82004951 LOH Lee Kong Chian Reference Library

S/N	Journal
1	**Title:** Bifurcation of Commercial Tradition in West Indonesia, 1850–1930, as Reflected in Contemporaneous Malay Print Publishing **Author:** Waruno Mahdi **Journal Link:** Asian Journal of Social Science Vol. 40, No. 1, 2012
2	**Title:** The Sewing-Machine in Colonial-Era Photographs: A record from Dutch Indonesia **Author:** Jean Celman Taylor **Journal:** Modern Asian Studies, Vol. 46, No. 1, 2012

S/N	Video
1	**Title:** How the Dutch Controlled Indonesia (1816–1942) – A History of the Dutch East Indies **Video Link:** https://www.youtube.com/watch?v=AqHcyAj-Mz0

S/N	Website
1	**Title:** Sejarah Indonesia **Website Link:** http://www.gimonca.com/sejarah/sejarah.shtml
2	**Title:** International Institute of Social History – WWW-Virtual Libraries History Indonesia **Website Link:** http://www.iisg.nl/w3vlindonesia/
3	**Title:** Dutch East Indies Index **Website Link:** http://home.iae.nl/users/arcengel/NedIndie/indexdei.htm#
4	**Title:** The Dutch East Indies in Photographs, 1860–1940 **Website Link:** https://geheugen.delpher.nl/en/geheugen/pages/collectie/Nederlands-Indi%C3%AB+in+foto%27s%2C+1860-1940

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

S/N	Book	Call No / Location
1	**Title:** Indochina: An Ambiguous Colonization, 1858–1954 **Authors:** Pierre Brocheux and Daniel Hemery **Publisher:** University of California Press, Berkeley, 2009.	RSEA 959.703 BRO Lee Kong Chian Reference Library
2	**Title:** A Story of Việt Nam **Author:** Truong Buu Lam **Publisher:** Outskirts Press, Denver, Colorado, 2010.	RSEA 959.7 LAM Lee Kong Chian Reference Library
3	**Title:** A History of Vietnam from Hong Bang to Tu Duc **Author:** Oscar Chapuis **Publisher:** Greenword Press, Westport, Connecticut, 1995.	RSEA 959.7 CHA Lee Kong Chian Reference Library
4	**Title:** Historical Dictionary of Vietnam **Authors:** Bruce M. Lockhart and William J. Duiker **Publisher:** The Scarecrow Press, Oxford, 2006.	RSEA 959.7003 LOC Lee Kong Chian Reference Library
5	**Title:** The Penguin History of Modern Vietnam **Author:** Christopher Goscha **Publisher:** Penguin, 2017	English 959.7 GOS Public Libraries e-book is available in NLB
6	**Title:**	RSEA 959.7 JOY

S/N	Book	Call No / Location
	The Colonial Good Life: A Commentary on Andre Joyeux's Vision of French Indochina **Translators:** Michael G. Vann and Joel Montague **Publisher:** White Lotus Press, Bangkok, 2008.	Lee Kong Chian Reference Library
7	**Title:** Views of Seventeenth Century Vietnam – Christoforo Borri on Cochinchina and Samuel Baron on Tonkin **Editors:** Olga Dror and K.W. Taylor **Publisher:** Southeast Asia Program Publications, Cornell University, New York, 2006.	RSEA 959.703 VIE Lee Kong Chian Reference Library
8	**Title:** The French in Indo-China: With a Narrative of Garnier's Explorations in Cochin-China, Annam and Tonquin. **Editor:** Dean Meyers **Publisher:** White Lotus, Bangkok, 1994.	RSEA 959.703 GAR Lee Kong Chian Reference Library
9	**Title:** A Brief Chronology of Vietnamese History (Third Edition) **Authors:** Ha Van Thu and Trang Hong Duc **Publisher:** The Gioi Publishers, Vietnam, 2010.	RSEA 959.7 HA Lee Kong Chian Reference Library
10	**Title:** Vietnam: A New History **Authors:** Christopher Goscha **Publisher:** Basic Books, New York, 2016.	959.7 GOS Public Libraries

S/N	Journal
1	**Title:** Pragmatizing Schools: A History of Vocational Training in Colonial Vietnam **Author:** Tran Thi Phuong Hoa **Journal:** French Colonial History, volume 19, 2020
2	**Title:** State, Enterprise and the Alcohol Monopoly in Colonial Vietnam **Authors:** Gerard Sasges **Journal:** Journal of Southeast Asian Studies Vol. 43, No. 1, 2012

S/N	Video
1	**Title:** French Indochina circa 1880s–1920s **Video Link:** http://www.youtube.com/watch?v=5rZlAPSX69Y
2	**Title:** The French Conquest of Vietnam and Indochina (1858–1907) **Video Link:** https://www.youtube.com/watch?v=3J8rpK46Elg&ab_channel=HistoryClass

S/N	Website
1	**Title:** The Avalon Project: Documents in Law, History and Diplomacy **Website Link:** http://avalon.law.yale.edu/subject_menus/indoch.asp
2	**Title:** Saigoneer **Website Link:** **https://saigoneer.com/**

S/N	Website
3	**Title:** History of Vietnam **Website Link:** https://www.arcgis.com/apps/MapJournal/index.html?appid=eb3d6c6d447c4179bd3cc2b9db944a1f

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

S/N	Book	Call No / Location
1	**Title:** The Versailles Treaty and its Legacy: The Failure of the Wilsonian Vision **Authors:** Norman A. Graebner and Edward M. Bennett **Publisher:** Cambridge University Press, New York, 2011	English 940.3141 GRA –[WAR] Lee Kong Chian Reference Library
2	**Title:** Paris 1919: Six Months that Changed the World **Authors:** Margaret MacMillan **Publisher:** John Murray Publishers, London, 2019	English 940.3141 MAC Public Libraries ebook is available in NLB
3	**Title:** The Treaty of Versailles **Author:** Louise Chipley Slavicek **Publisher:** Chelsea House Publishers, New York, 2010.	Purchase online or through local book vendors
4	**Title:** The Legacy of the Great War: Peacemaking, 1919 **Editor:** William R. Keylor **Publisher:** Houghton Mifflin, Boston, New York, 1998.	Purchase online or through local book vendors

S/N	Website
1	**Title:** The National Archives **Website Link:** https://webarchive.nationalarchives.gov.uk/ukgwa/+/ https:/www.nationalarchives.gov.uk/education/interwar.htm

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

S/N	Book	Call No / Location
1	**Title:** International History of the Twentieth Century and Beyond (Third Edition) **Authors:** Antony Best, Jussi M. Hanhimaki, Joseph A. Maiolo, Kirsten E. Schulze **Publisher:** Routledge, New York, 2015.	English909.82 BES Lee Kong Chian Reference Library
2	**Title:** OCR GCSE Modern World **Authors:** Alex Brodkin, Ellen Carrington, et al. **Publisher:** Pearson Education, 2009.	Purchase online or through local book vendors
3	**Title:** The Great Dictators: International Relations 1918–1939 **Author:** E.G. Rayner **Publisher:** Hodder and Stoughton, London, 1992.	Purchase online or through local book vendors
4	**Title:** AQA History B Twentieth Century Depth Studies **Authors:** David Ferriby, Tony Hewitt, Jim McCabe, Alan Mendum **Publisher:** Nelson Thornes, United Kingdom, 2009.	Purchase online or through local book vendors

S/N	Website
1	**Title:** School History, UK **Website Link:** http://schoolhistory.co.uk/

Rise of Authoritarian Regimes: Case Study of Nazi Germany

S/N	Book	Call No / Location
1	**Title:** The School History Project – Weimar & Nazi Germany **Authors:** John Hite and Chris Hinton **Publisher:** Hodder Education, London, 2000.	Purchase online or through local book vendors
2	**Title:** Routledge Question and Analysis Series – The Weimar Republic (2nd Edition) **Editor:** Stephen J. Lee **Publisher:** Routledge, 2009.	Purchase online or through local book vendors
3	**Title:** The Weimar Republic, 1919–1933 **Author:** Ruth Henig **Publisher:** Routledge, London; New York, 1998.	English 943.085 HEN Lee Kong Chian Reference Library
4	**Title:** Hitler and the Rise of the Nazi Party **Author:** Frank McDonough **Publisher:** Longman, 2003.	English 943.085 MAC Lee Kong Chian Reference Library
5	**Title:** Routledge Question and Analysis Series – Hitler and Nazi Germany **Author:** Stephen J. Lee	Purchase online or through local book vendors

S/N	Book	Call No / Location
	Publisher: Routledge, 2009.	
6	**Title:** The Holocaust: The Third Reich and the Jews **Author:** David Engel **Publisher:** Routledge, Taylor & Francis Group, 2013.	English940.5318 ENG -[WAR] Lee Kong Chian Reference Library
7	**Title:** The School History Project – Life in Germany 1919–1945 **Authors:** Mike Wells and Nick Fellows **Publisher:** Pearson Education, United Kingdom, 2009.	Purchase online or through local book vendors

S/N	Multimedia Resource	Call No.
1	**Title:** The Nazi: A Warning from History **Distributor:** Warner Home Video, c.2005.	943.086 NAZ Read@Academy English 943.086 NAZ pt. 2DVDs Toa Payoh Public Library
2	**Title:** The Diary of Anne Frank **Publisher:** Well Go, USA, 2008.	English 791.4572 DIA -[ART] pt Jurong Regional Library
3	**Title:** Sophie Scholl: The Final Days **Publisher:** Origin Entertainment for Archer Entertainment, 2007.	Other 791.4372 SOP -[ART] pt. 2 library@esplanade
4	**Title:** Auschwitz: Inside the Nazi State **Publisher:** Warner Home Video, Burbank, CA, c2005.	940.5318 AUS Read@Academy English 940.5318 AUS pt. 2DVDs

S/N	Multimedia Resource	Call No.
		Ang Mo Kio Public Library Lee Kong Chian Reference Library
5	**Title:** Judgment at Nuremberg **Publisher:** MGM Home Entertainment, Santa Monica, Calif., 2004.	English 791.4372 JUD –[ART] library@esplanade

S/N	Website
1	**Title:** British Library Learning: Voices of Holocaust **Website Link:** http://www.bl.uk/learning/histcitizen/voices/holocaust.html
2	**Title:** Calvin University: German Propaganda Archive **Website Link:** http://www.calvin.edu/academic/cas/gpa/

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

S/N	Book/ Journal	Call No / Location
1	**Title:** A Modern History of Japan: from Tokugawa Times to the Present (Third Edition) **Author:** Andrew Gordon **Publisher:** Oxford University Press, New York, 2014.	English952 GOR Jurong Regional Library Lee Kong Chian Reference Library Level 8
2	**Title:** From Party Politics to Militarism in Japan, 1924–1941 **Author:** Kitaoka Shin'chi **Publisher:** Lynee Rienner Publishers Inc., Colorado, 2021.	English 952.033 KIT Lee Kong Chian Reference Library
3	**Title:** The Manchurian Crisis and Japanese Society, 1931–33 **Author:** Sandra Wilson **Publisher:** Routledge, London, 2001.	English 951.804 WIL Lee Kong Chian Reference Library
4	**Title:** The Japanese Empire: Grand Strategy from the Meiji Restoration to the Pacific War **Author:** S. C. M. Paine **Publisher:** Cambridge University Press, UK, 2017.	English 952.03 PAI Public Libraries
5	**Title:** The Meiji Restoration: Monarchism, Mass Communication and Conservative Revolution **Author:**	English 952.031 SWA Lee Kong Chian Reference Library

S/N	Book/ Journal	Call No / Location
	Alistair D. Swale **Publisher:** Palgrave Macmillan, New York, 2009.	

S/N	Journal
1	**Title:** Enthroning Hirohito: Culture and Nation in 1920s Japan **Author:** Sandra Wilson **Journal:** The Journal of Japanese Studies 37(2), pp. 289–323, Washington, 2011
2	**Title:** From the Showa Economic Crisis to Military Economy – With Special Reference to the Inoue and Takahashi Financial Policies **Author:** Cho Yukio **Journal:** The Developing Economies 5(4), pp. 568–596, Chiba City, 1967
3	**Title:** Claiming Personality: Reassessing the Dangers of the 'New Woman' in Early Taisho Japan **Author:** Richard Reitan **Journal:** Positions: East Asia Cultures Critique 19(1), pp. 83–107, Durham, 2011

S/N	Video
1	**Title:** 密着 24 時！現代に生きるモガ - 1920s Modern Girl **Video Link:** https://www.youtube.com/watch?v=mxYX10AVqEg
2	**Title:** Extra History: Japanese Militarism **Video Link:** https://www.youtube.com/watch?v=JEG09-Aynco&list=PLhyKYa0YJ_5DlCBU_1mhHmPaC6jRITJO0
3	**Title:** Extra History: End of the Samurai **Video Link:** https://www.youtube.com/watch?v=FmRm--vRHCg&list=PLhyKYa0YJ_5A5VWHld7o2o1FmpNdT9Lm5&index=1

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

S/N	Book	Call No / Location
1	**Title:** The Origins of the Second World War (Third edition) **Author:** R.J. Overy **Publisher:** Longman, 2008.	Purchase online or through local book vendors
2	**Title:** Munich, 1938: Appeasement and World War II **Author:** David Faber **Publisher:** Simon and Schuster, New York, 2009.	English 940.53112 FAB Repository Used Book Collection
3	**Title:** Years of Wrath: A Cartoon History, 1932–1945 **Author:** David Low **Publisher:** Gollancz, London, 1986.	English 940.530207 LOW -[WAR] Lee Kong Chian Reference Library
4	**Title:** World War II in Cartoons **Author:** Mark Bryant **Publisher:** Bounty Books, London, 2009.	English 940.30207 WOR -[WAR] Lee Kong Chian Reference Library
5	**Title:** Dr. Seuss Goes to War: The World War II Editorial Cartoons of Theodor Seuss Geisel **Editor:** Richard H. Minear **Publisher:**	English 940.530207 MIN -[WAR] Lee Kong Chian Reference Library e-book available in NLB

S/N	Book	Call No / Location
	The New Press, New York. 2013.	
6	**Title:** Fateful Choices: Ten Decisions that Changed the World, 1940 – 1941 **Author:** Ian Kershaw **Publisher:** Allen Lane, London, 2007.	English 940.5311 KER Lee Kong Chian Reference Library e-book available in NLB
7	**Title:** World at War Series (Photographs by Daily Mail): • World War 1914 – 1939 • World War Two • World War 1945 to present day **Editor:** Duncan Hill **Publisher:** Transatlantic Press, UK, 2011.	Purchase online or through local book vendors

S/N	Website
1	**Title:** British Cartoon Archive **Website Link:** http://www.cartoons.ac.uk/
2	**Title:** Imperial War Museums **Website Link:** http://www.iwm.org.uk/
3	**Title:** British Pathe **Website Link:** http://www.britishpathe.com/
4	**Title:** The National Archives **Website Link:**

S/N	Website
	https://webarchive.nationalarchives.gov.uk/ukgwa/+ /https:/www.nationalarchives.gov.uk/education/world-war-two.htm
5	**Title:** The Avalon Project: Documents in Law, History and Diplomacy Website Links: Germany Foreign Policy http://avalon.law.yale.edu/subject_menus/nazsova.asp The Munich Pact http://avalon.law.yale.edu/subject_menus/munmenu.asp Nazi-Soviet Pact http://avalon.law.yale.edu/subject_menus/nazsov.asp World War II Documents http://avalon.law.yale.edu/subject_menus/wwii.asp

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

S/N	Book	Call No / Location
1	**Title:** Certain Victory: Images of World War II in the Japanese Media **Author:** David C. Earhart **Publisher:** M.E.Sharpe, New York, 2008.	English 940.5352 EAR -[WAR] Lee Kong Chian Reference Library
2	**Title:** Imperial Japan's World War Two, 1931–1945 **Author:** Werner Gruhl **Publisher:** Transaction Publishers, New Brunswick, 2007.	RSING English 940.5352 GRU - [WAR] Lee Kong Chian Reference Library
3	**Title:** The Manchurian Crisis and Japanese Society, 1931–33 **Author:** Sandra Wilson **Publisher:** Routledge, London, 2001.	English 951.804 WIL Lee Kong Chian Reference Library
4	**Title:** The Japanese Empire: Grand Strategy from the Meiji Restoration to the Pacific War **Author:** S. C. M. Paine **Publisher:** Cambridge University Press, UK, 2017.	English 952.03 PAI Public Libraries

S/N	Multimedia	Call no.
1	**Title:** WWII: Marines at War **Publisher:** Madacy Home Video, St Laurent, Quebec, 2004	359.960973 WOR Read@Academy

S/N	Video
1	**Title:** The Pacific War | Animated History **Video Link:** https://www.youtube.com/watch?v=ivQ9O-yB0dw&t=2s

6.2 Pedagogy

6.2.1 General History Teaching

S/N	Book/Journal
1	Andrews, T. & Burke, F. (Jan, 2007). "What Does It Mean to Think Historically?", *Perspectives on History.* E-magazine published by the American Historical Association. Retrieved from: https://www.historians.org/publications-and-directories/perspectives-on-history/january-2007/what-does-it-mean-to-think-historically
2	Barton, Keith C. (2005). "Primary Sources in History: Breaking Through the Myths", *Teaching History*, 86(10), pp. 745–753.
3	Counsell, C., Burn, K. & Chapman, A. (2016). *Masterclass in History Education: Transforming Teaching and Learning*. London: Bloombury Academic. MOE Read@Academy Call Number: 907.1 MAS
4	Davies, Ian. (2011). *Debates in History Teaching.* New York: Routledge. MOE Read@Academy Call Number: 907.1 DEB
5	Donovan, M.S. & Bransford, J.D. (2005). *How Students Learn: History in the Classroom.* Washington, DCL: National Academies Press. MOE Read@Academy Call Number: 370.1523 NAT
6	Downey, M.T., & Long, K.A. (2015). *Teaching for Historical Literacy: Building Knowledge in the History Classroom* (1st ed.). USA: Routledge. Retrieved from https://www.historyliteracy.com/what-is-historical-literacy/
7	Haydn, T., Stephen, A., Arthur, J. & Hunt, M. (2015). *Learning to Teach History in the Secondary School: A Companion to School Experience*, *Fourth Edition*. New York: Routledge. MOE Read@Academy Call Number: 907.12 HAY
8	Hunt, Martin. (2007). *A Practical Guide to Teaching History in the Secondary School.* London: Routledge. MOE Read@Academy Call Number: 907.1241 HUN
9	Husbands, C., Kitson, A. & Pendry, A. (2003). *Understanding History Teaching.* Philadelphia: Open University Press. MOE Read@Academy Call Number: 907.1241 HUS
10	Kitson, A., Husbands, C., & Steward, S. (2011). *Teaching and Learning History 11-18: Understanding the Past*. Maidenhead, Berkshire: Open University Press McGraw-Hill Education. MOE Read@Academy Call Number: 907.0241 KIT
11	Lee, P. J. (2005) "Putting Principles into Practice: Understanding History" in J.B.M.S. Donovan (ed.), *How Students Learn History in the Classroom.* Washington, DC: National Academy of Sciences. Retrieved from https://nap.nationalacademies.org/read/11100/chapter/3 MOE Read@Academy Call Number: 370.1523 NAT
12	Levesque, S. (2008). *Thinking Historically: Educating Students for the Twenty-First Century*. Toronto: University of Toronto Press. MOE Read@Academy Call Number: 907.2 LEV
13	Metzger, S.A. & McArthur Harris, L. (2018). *The Wiley International Handbook of History Teaching and Learning.* Hoboken, NJ: John Wiley & Sons, Inc.

S/N	Book/Journal
	MOE Read@Academy e-book. Retrieved from https://readacademy.moe.edu.sg/cgi-bin/spydus.exe/ENQ/WPAC/BIBENQ/6987?BIBCOLX=OVD*OverDrive%20E-Books&NAVLVL=SET
14	Phillips, I. (2008) *Teaching History: Developing as a Reflective Secondary Teacher.* Los Angeles, London: SAGE. MOE Read@Academy Call Number: 970.71241 PHI
15	Wineburg, S., Martin, D. & Monte-Sano, C. (2013). *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms.* New York: Teachers College Press. MOE Read@Academy Call Number: 418.40712 WIN

6.2.2 Planning and Teaching Strategies

S/N	Book/ Journal
1	Armbruster, Bonnie & Anderson, Thomas. (1982). "Structures for Explanations in History Textbooks", *Technical Report No. 252*, University of Illinois at Urbana-Champaign. Retrieved from: https://eric.ed.gov/?id=ED218595
2	Ashby, R., Lee, P.J. & Shemilt, D. (2005), "Putting Principles in Practice: Teaching and Planning", in M. S. Donavan and J. D. Bransford (eds.), *How Students Learn: History in the Classroom*. Washington, D.C.: The National Academies Press. MOE Read@Academy Call Number: 370.1523 NAT
3	Bain, Robert B. (2012). "Using Disciplinary Literacy to Develop Coherence in History Teacher Education: The Clinical Rounds Project", *The History Teacher*, 45(4), pp. 513–532. Retrieved from www.jstor.org/stable/23265943
4	Banchi, H. & Bell, R. (2008). "The Many Levels of Inquiry", *Science and Children*, 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
5	Barton, Keith C. (2005). "Primary Sources in History: Breaking Through the Myths", *Teaching History*, 86(10), pp. 745–753.
6	David, Robert. (2000). "Imagining the Past: The Use of Archive Pictures in Secondary School History Textbooks", *The Curriculum Journal,* 11(2), pp. 225–246. Retrieved from: https://doi.org/10.1080/09585170050045218
7	De La Paz, S. (2005). "Effects of Historical Reasoning Instruction and Writing Strategy Mastery in Culturally and Academically Diverse Middle School Classrooms", *Journal of Educational Psychology*, 97 (2), pp. 139–156. Retrieved from: https://doi.org/10.1037/0022-0663.97.2.139
8	Lee, P. & Shemilt, D. (2003). "A Scaffold, Not a Cage: Progression and Progression Models in History", *Teaching History*, 113, pp. 13–23. Retrieved from: http://www.jstor.org/stable/43259908
9	Monte-Sano, C. & Thomson, S. (2016). "It's Not That Simple: Historians' Critiques of the DBQ and What We Can Do About It". Paper presented at the College and University Faculty Assembly, National Council for the Social Studies Conference.
10	Nokes, J. D., & Dole, J. A. (2004). "Helping Adolescent Readers through Explicit Strategy Instruction", in T. Jetton & J.A. Dole (eds.), *Adolescent Literacy Research and Practice* (pp. 162–182). New York, NY: Guilford Press.
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