

# **HISTORY SYLLABUS**

## **Lower Secondary**

### **Express Course**

### **Normal (Academic) Course**

Implementation starting with  
2014 Secondary One Cohort



Ministry of Education  
SINGAPORE

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# **1. INTRODUCTION:THE VALUE OF HISTORY EDUCATION**

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

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

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

History education is crucial to helping educators and learners develop the Desired Outcomes of Education. At the heart of History education is the quest to uncover the complexities that define the human experience. In doing so learners are developed to become confident and independent learners who ask critical questions and balance different perspectives that relate to life, nation and the world.

## **1.2 VALUE OF LEARNING HISTORY: CONNECTING THE PAST AND PRESENT**

What is the value of learning History? In a world where attention is often divided between concerns over the present and the future, the relevance of History is often questioned. Learning to manage the present and anticipate the future would not be possible without knowing the past.

By equipping students with knowledge and attributes, History allows students to draw connections between the past and present by understanding how the nature and impact of past developments explain today's world. History helps learners to become balanced, discerning, empathetic, inquiring, knowledgeable and methodical individuals able to make well-reasoned arguments and decisions.

These attributes support learners' development of the Desired Outcomes of Education so that they become well-prepared individuals, able to contribute to the nation and respond to global developments.

## **1.3 PHILOSOPHY OF HISTORY EDUCATION**

In recent years, there has been greater cognizance that historical content and concepts as well as the accompanying historical skills, are important. These lie at the heart of thinking

critically about the nature of historical knowledge, which is essential to make better sense of the past.

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

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

### Statement of Philosophy

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

### Qualities of a History Learner

There are seven qualities of a History learner, which the History syllabuses (from lower secondary to pre-university) aim to develop in students:

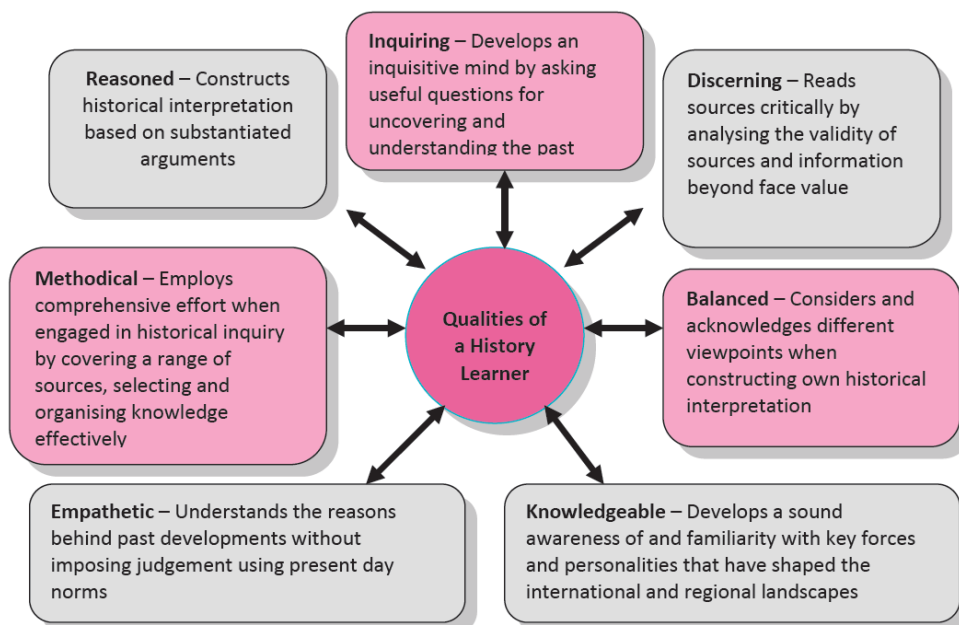


Figure 1.3a: Qualities of a History Learner

#### 1.4 DEVELOPING 21<sup>st</sup> CENTURY COMPETENCIES AND CHARACTER AND CITIZENSHIP EDUCATION THROUGH HISTORY EDUCATION

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

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

Through this process and working with historical information and evidence, students will develop an awareness of the histories of societies and how key forces and developments have shaped their present form. By examining these information and evidences, students learn to think critically using the skills of investigation to extract, order, collate, and present information in response to the issues explored in the syllabuses.



Figure 1.4a: Framework for 21<sup>st</sup> Century Competencies and Student Outcomes<sup>1</sup>

<sup>1</sup> More information on MOE's 21<sup>st</sup> Century Competencies can be obtained from <https://www.moe.gov.sg/education/education-system/21st-century-competencies>

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

### **1.5 AIMS OF THE LOWER SECONDARY HISTORY SYLLABUS**

The Lower Secondary History syllabuses seek to imbue in our students a sense of national identity by helping them understand the Singapore they live in today. This will require students to first understand the relevance of Singapore's past in shaping Singapore's unique position. It also aims to set the study of Singapore's history within the context of developments from the 14th century to the 1970s.

By doing so, students will be cognizant of the global forces that shaped Singapore's development, and, in turn, Singapore's roles and contributions in response to these global forces. Furthermore, students will also come to understand the opportunities that Singapore provides, as well as the vulnerabilities that Singapore faces as a small nation-state in relation to the region and the world.

These new syllabuses will also help history students to understand not just content concepts such as archaeology, history, colonial rule, migration, sense of belonging, independence and sovereignty, but also historical concepts such as chronology, evidence, diversity, historical significance, and change and continuity. Students will also acquire relevant and age-appropriate historical thinking skills.

The syllabuses span two years of study at the Lower Secondary level.

### **1.6 UNDERSTANDING THE SYLLABUS DESIGN**

In conceptualising the Lower Secondary History syllabuses, the following principles were considered:

- to update knowledge, skills and values so that the syllabuses remains relevant and reflective of History as a disciplined study;
- to build foundational historical skills and conceptual understanding that would support the study of History at the Upper Secondary and Post-Secondary levels;
- to ensure alignment with the Desired Outcomes of Education, the 21st Century Competencies and IT Masterplan 3;
- to reinforce the value of History in students' everyday lives; and
- to allow for flexibility and choice of implementation in schools to better engage the students in the study of History.

## **AIMS AND LEARNING OUTCOMES**

### **Aims**

The revised Lower Secondary History syllabuses align the value of History learning with the aims of the Desired Outcomes of Education by developing in students the qualities of a history learner, by:

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

### **Learning Outcomes**

#### **Knowledge & Understanding**

At the end of their Lower Secondary History journey, 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 – these includes the social, economic, cultural and political contexts of the societies studied and the experiences of the peoples who lived in those societies at those points in time;
- the connections 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 the societies studied; and
- the process of change by showing change and/or development within and across the periods of study.

## **Skills**

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

- asking questions about the events, issues, forces or developments;
- comparing different aspects of the periods, events and issues studied to establish change and continuity;
- examining the causes and consequences of historical events and situations;
- establishing the historical significance of an event on society;
- interpreting and acquiring information and evidence derived from various sources of information from a variety of media, to support an inquiry;
- identifying points of view in History; and
- organising and communicating historical knowledge and understanding in a coherent way.

## **Values and Attitudes**

Students demonstrate the internalisation of key values and mind-sets associated with History learning when they:

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



## 2. PEDAGOGY: DEVELOPING HISTORICAL UNDERSTANDING THROUGH INQUIRY

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### 2.1 USE OF INQUIRY IN LOWER SECONDARY HISTORY CLASSROOMS

History provides us a way of thinking about the past. The use of historical inquiry shows students a way to inquire into, organise and explain events that have happened. Historical inquiry is the process of “doing history”. It is a cyclical process (**Figure 2.1a**) that begins with the asking of guiding historical questions. This is followed by locating and analysing historical sources to establish historical evidence. The historical evidence is then used to construct historical interpretations that seek to answer the guiding historical questions.<sup>2</sup>



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

The use of historical inquiry is thus at the heart of history instruction and learning, and students must be provided with the opportunities to learn the skills required through practice and engagement in historical inquiry.

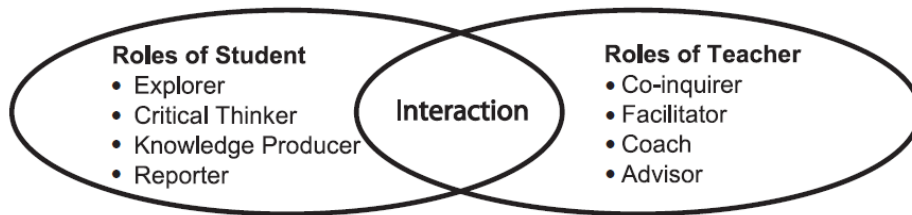
The use of inquiry questions in each unit provides a focal point for students to investigate, extract, order, collate, and analyse information in response to issues explored in the syllabus.

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

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

In an inquiry classroom, the role of the teacher becomes that of a facilitator, one who co-inquires with the students, provides advice and guidance, and encourages the students to take on active ownership of their learning. The student becomes the knowledge producer, reflector, explorer, critical thinker and reporter. (Figure 2.2a) They play an active part in constructing new knowledge for themselves. As knowledge producers and reflectors, they take on the role of asking good questions instead of solely remaining in the traditional role of answering questions and evaluating their own learning.



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

The inquiry approach, when implemented effectively, can develop critical thinkers and independent learners. Table 2.1a shows an amplification of the inquiry approach to help teachers facilitate a lesson using structured inquiry-based learning.

**Table 2.2b: Amplification of the Inquiry Approach**

Inquiry Stage	Qualities of a History Learner	Purposes
1. Ask historical guiding questions	<ul style="list-style-type: none"> <li>• Inquiring</li> </ul>	<ul style="list-style-type: none"> <li>• Most critical to the inquiry process is the starting point. Teachers to be guided by the following pointers:               <ul style="list-style-type: none"> <li>○ engage the students' interest;</li> <li>○ identify the questions to be asked – one broad inquiry question followed by sub-questions;</li> <li>○ plan the inquiry process; and</li> <li>○ describe the outcome.</li> </ul> </li> </ul>
2. Identify and locate relevant sources	<ul style="list-style-type: none"> <li>• Discerning</li> <li>• Balanced</li> </ul>	<ul style="list-style-type: none"> <li>• Students decide which sources are useful, which are not, and which have to be treated with caution (useful for teachers to guide students first with the use of an exemplar).</li> </ul>
3. Construct historical interpretations, evaluate sources and develop arguments	<ul style="list-style-type: none"> <li>• Discerning</li> <li>• Methodical</li> <li>• Balanced</li> <li>• Reasoned</li> <li>• Knowledgeable</li> </ul>	<ul style="list-style-type: none"> <li>• Students make notes from their study of the sources.</li> <li>• Through reflection and discussion, facilitated by the teacher, students should now be able to develop their responses to the inquiry question.</li> </ul>
4. Check derived interpretations and/or present historical interpretation	<ul style="list-style-type: none"> <li>• Balanced</li> <li>• Reasoned</li> <li>• Knowledgeable</li> </ul>	<ul style="list-style-type: none"> <li>• Students show their own extended knowledge and understanding.</li> </ul>

### **3. DEVELOPING HISTORICAL UNDERSTANDING THROUGH THE SINGAPORE STORY FROM 1300-1975**

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#### **3.1 LOWER SECONDARY CONTENT OVERVIEW**

##### **Singapore, The Making of a Nation-State, 1300 – 1975**

The syllabuses are framed by four inquiry questions from Units 1 to 4. These seek to weave a meta-narrative that captures the forces and individuals that shaped Singapore into a nation-state beginning from the 14th century and ending a decade after Singapore attained independence in 1975.

Secondary One students begin their journey in history education with the study of Units 1 and 2. Unit 1 focuses on tracing Singapore's origins by identifying Singapore as a port-of-call serving the maritime trade from the 14th to 19th centuries. It also explores our connections to Asia, the region and finally to Europe at various points within this time frame. Unit 2 uncovers life in colonial Singapore by examining the reasons that brought different communities to Singapore in the 19th and early 20th centuries and examines their quality of life up to before World War Two.

Students will continue their journey with Units 3 and 4 in the Secondary Two. Unit 3 studies Singapore's path to independence by appreciating the external forces of nationalism, war and decolonisation that characterised the post-World War Two years. It traces how these forces shaped the mind-sets and actions of key movers who helped transformed that changed Singapore from a colony to a self-governing entity. Unit 4 concludes this study by celebrating Singapore's first decade as an independent and sovereign nation by tracing the transformation of the country and its people.

##### **Historical Investigation (HI)**

Each Unit in the 2014 Lower Secondary History syllabuses has been designed with an accompanying Historical Investigation (HI). Students are to work in groups on one selected HI.

HI is a form of historical inquiry where students work in groups to investigate a historical issue. Students will examine and understand the HI question, gather, select and examine sources, construct their responses to the HI question, as well as communicate their findings.

Historical Investigations give students the opportunity to appreciate real-world application of historical knowledge and skills while helping them to acquire 21st CCs. Given that lower secondary students are new to the study of history, students will follow a guided inquiry approach. Teachers will provide guidance to enable students to learn about the inquiry process and be familiar with the expectations of their performance. All students are to undertake one HI per year.

**Table 3.1a: Overview of Content and Historical Investigations in Lower Secondary History Syllabuses**

<b>Unit 1 – Tracing Singapore’s Origins</b>
<i>Inquiry Question: How old is Singapore?</i>
How is knowledge of Singapore’s early past constructed? <ul style="list-style-type: none"> <li>• Role of History and historians in uncovering the past</li> <li>• How is knowledge of the past constructed?</li> </ul>
What can historical evidence tell us about Singapore’s connections with the world up to the 19th century? <ul style="list-style-type: none"> <li>• Overview of the earliest contact and connections with other countries in the world (from the 1st to 16th Century)</li> <li>• Singapore’s connections with the world from the 14th to 19th centuries</li> <li>• Singapore’s relations with the world from the 15th to 18th centuries</li> <li>• Singapore’s founding as a British Trading Settlement (early 19th Century)</li> </ul>
Historical Investigation 1: What was Singapore like before 1819?
<b>Unit 2 – Life in Colonial Singapore</b>
<i>Inquiry Question: Was it the same for everyone?</i>
Why did people come to colonial Singapore before World War Two? <ul style="list-style-type: none"> <li>• Who were the people that came to Singapore in the 19th and early 20th Centuries?</li> <li>• <i>*Mass migration in the 19th Century – why did it happen?</i></li> <li>• Reasons for coming to Singapore</li> </ul>
How was life different for the various people in colonial Singapore before World War Two? <ul style="list-style-type: none"> <li>• Living conditions</li> <li>• Employment</li> <li>• Leisure and entertainment</li> <li>• Community ties</li> </ul>
Historical Investigation 2: Why were pastimes a part of people’s lives in colonial Singapore before World War Two?
<b>Unit 3 – Towards Independence</b>
<i>Inquiry Question: Was Singapore an ‘accidental’ nation?</i>
Did the Japanese Occupation change the way people viewed Singapore? <ul style="list-style-type: none"> <li>• People’s views towards Singapore in the first half of the 20th Century</li> <li>• People’s experiences during the Japanese Occupation and post-war British rule</li> <li>• Impact of the Japanese Occupation and post-war British rule on people’s views towards Singapore</li> </ul>
What were people’s aspirations for Singapore after 1945? <ul style="list-style-type: none"> <li>• <i>*Overview of the political developments in Singapore (1945-1959)</i></li> <li>• Search for independence</li> </ul>

Historical Investigation 3:

Did the Japanese Occupation bring about changes in the lives of teenagers?

**Unit 4 – Singapore’s First Decade (1965-1975)**

*Inquiry Question: How did life change?*

What did independence mean for Singapore?

- Singapore is out of Malaysia!

How far were people’s lives transformed after independence?

- Embracing being Singaporean
- Singapore’s economic transformation: from trading port to diversified economy
- Change in standard of living: from shophouses, squatters and kampongs to HDB flats

Historical Investigation 4:

What should be remembered about Singapore in the 1960s and the 1970s?

*\*Optional and non-examinable for Normal (Academic) Course*

### 3.2 AMPLIFICATION OF SYLLABUS CONTENT FOR SECONDARY ONE AND TWO EXPRESS

#### Unit 1 – Tracing Singapore’s Origins: How Old is Singapore?

##### Overview

Understanding the past to manage the present and anticipate the future – this is essential to Singapore. This unit provides students with an overview of the importance of studying Singapore’s past in order to understand and appreciate its present. It begins with looking at early evidence of Singapore’s existence and tracing its history over the 14th to the early 19th century. Through examining available evidence, students would be able to provide responses on the origin of Singapore’s history while developing their understanding of the historical concepts of chronology and evidence.

##### Making Connections

By asking students to uncover and construct knowledge of Singapore’s early past, students will examine the accounts and evidences that exist today which will provide clues to Singapore’s earliest existence. This will set the foundation for students to explore and understand history, the value of sources is and evidence as well as the relevance of history in their lives. Students will also begin to recognise and see connections between Singapore’s history and the Asian powers like China, India and the Middle-East that influenced Southeast Asia and dominated the maritime trade in this region prior to the coming of the Europeans in the 19th century. These connections would help them make sense of the diversity they live in today as imprints of religious influence, cultural practices and architecture can still be found around Singapore.

Key Knowledge	Learning Outcomes	Concepts
<p><b>How is knowledge of Singapore’s early past constructed?</b></p> <ul style="list-style-type: none"> <li>• What is History?</li> <li>• Role of History and Historians in constructing knowledge of the past</li> <li>• How do historians construct knowledge of the past? <ul style="list-style-type: none"> <li>▪ Asking questions about the past</li> <li>▪ Gathering sources of information <ul style="list-style-type: none"> <li>○ Types of sources – written accounts, pictorial record, artefacts</li> <li>○ Role and nature of primary and secondary sources</li> </ul> </li> <li>▪ Examining sources <ul style="list-style-type: none"> <li>○ Making inferences</li> <li>○ Obtaining evidence from sources</li> <li>○ Importance of chronology to history and historians</li> </ul> </li> <li>▪ Forming conclusions <ul style="list-style-type: none"> <li>○ Providing evidence to support conclusions</li> </ul> </li> <li>▪ Sources on early Singapore before 1819 <ul style="list-style-type: none"> <li>○ Written accounts</li> </ul> </li> </ul> </li> </ul>	<p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• understand the role and importance of chronology, sources, and evidence, in history and to the historians</li> <li>• draw a timeline of the important events in Singapore’s early past - from the 14th to the early 19th century</li> <li>• understand that knowing the background information in which sources are used and produced enables historians to present knowledge about the past as logically as possible</li> <li>• understand Singapore’s role within the region’s maritime trade route during the 14th-19th centuries.</li> <li>• describe how Sir Stamford Raffles founded Singapore in the 19th century</li> <li>• identify and understand key words in the inquiry question</li> <li>• gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question</li> </ul>	<p><u>Content concepts</u></p> <p>Archaeology History Colonisation Trade Maritime kingdoms</p> <p><u>Historical concepts</u></p> <p>Chronology Sources Evidence</p>

<ul style="list-style-type: none"> <li>○ Map</li> </ul> <p><b>What can historical evidence tell us about Singapore's connections with the world up to the 19th century?</b></p> <ul style="list-style-type: none"> <li>• Trade across time and cultures <ul style="list-style-type: none"> <li>▪ The earliest connection among countries in the world</li> </ul> </li> <li>• Singapore and trade <ul style="list-style-type: none"> <li>▪ Overview of Singapore's connections with the world</li> </ul> </li> <li>• Singapore and Asian Trade situation before the 14th century <ul style="list-style-type: none"> <li>▪ Trade in Asia before the 14th century</li> <li>▪ Rise of Maritime kingdoms in Southeast Asia from the 1st to 14th centuries</li> </ul> </li> <li>• Rise of Temasek in the 14th century <ul style="list-style-type: none"> <li>▪ Fall of the kingdom of Srivijaya</li> <li>▪ Role of Temasek as an entrepot</li> <li>▪ Advantages of monsoons to Temasek</li> <li>▪ Role of Sang Utama and the Orang Laut</li> </ul> </li> <li>• Singapore's connections with the world during the 13th to 15th centuries <ul style="list-style-type: none"> <li>▪ Evidence of connections with the world – Written accounts and artefacts</li> </ul> </li> <li>• Singapore's connections with the world from the 15th to 19th centuries <ul style="list-style-type: none"> <li>▪ Singapore's connections with Melaka (15th to 16th centuries)</li> <li>▪ Singapore's connections with the Johor-Riau Sultanate (16th to early 19th centuries)</li> <li>▪ Singapore's connections with the Portuguese and the Dutch (16th to early 19th centuries)</li> </ul> </li> <li>• Singapore's connections with the world in the 19th century. Singapore's founding as a British trading settlement in 1819</li> </ul>	<p><b>Values and Attitudes</b></p> <ul style="list-style-type: none"> <li>• appreciate that sources could be further understood from a study of its background information</li> <li>• appreciate the importance of the past in understanding the present</li> </ul>	
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## Unit 2 – Life in Colonial Singapore: Was It The Same For Everyone?

### Overview

A country is nothing without its people – modern Singapore was built from the efforts of all its communities. In this unit, students will examine the background and cultural roots of the people that make up Singapore’s community. They will uncover why the ancestors of these people were attracted to Singapore and what life was like under the British colonial rule in 19th to early 20th century Singapore. Through studying the lives of these people during this time period, students will be able to understand how their ancestors adapted to conditions in ‘foreign’ lands and appreciate their sacrifices and contributions to Singapore’s development in the past. Students will also be able to trace how the social fabric of Singapore’s migrant societies was woven through this particular study.

### Making Connections

Exploring the concept of communities is important in helping students make sense of the factors and forces that shaped Singapore’s society. Students will also recognise and appreciate the human agency in shaping the cultural, political and economic context of a country. This would help students appreciate the importance of the community in ensuring the sustainable growth and development of Singapore now and in the future.

Key Knowledge	Learning Outcomes	Concepts
<p><b>Why did people come to colonial Singapore before World War Two?</b></p> <ul style="list-style-type: none"> <li>• Who were the people that came to Singapore in the 19th and Early 20th Centuries?</li> <li>• Mass migration in the 19th Century – why did it happen? <ul style="list-style-type: none"> <li>▪ What is migration?</li> <li>▪ Reasons for the mass migration in the 19th Century <ul style="list-style-type: none"> <li>○ The Industrial Revolution</li> <li>○ The End of Slave Trade</li> <li>○ The Opening of the Suez Canal in 1869</li> </ul> </li> </ul> </li> <li>• Reasons for coming to Singapore <ul style="list-style-type: none"> <li>▪ Push factors <ul style="list-style-type: none"> <li>○ Poverty and starvation</li> <li>○ Unrest and instability</li> </ul> </li> <li>▪ Pull factors</li> </ul> </li> </ul>	<p><i>Students will be able to</i></p> <p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• inquire into the causes for human migration in consideration of global events, regional factors as well as personal reasons</li> <li>• extract and record information from a range of accounts to explain reasons for migration</li> <li>• identify / describe the similarities and differences in the lives of the various communities living in colonial Singapore</li> <li>• identify and understand key words in the inquiry question</li> <li>• gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question</li> </ul> <p><b>Values and Attitudes</b></p>	<p><u>Content concepts</u></p> <p>Colonial rule Community Migration Livelihood Community Pastimes Living Conditions</p> <p><u>Historical concepts</u></p> <p>Causation Diversity</p>



<ul style="list-style-type: none"> <li>○ Better trade and business opportunities</li> <li>○ Better job prospects</li> </ul> <p><b>How was life different for the various people in colonial Singapore before World War Two?</b></p> <ul style="list-style-type: none"> <li>• Experiences of the various people in Colonial Singapore <ul style="list-style-type: none"> <li>▪ Living Conditions <ul style="list-style-type: none"> <li>○ Sanitation</li> <li>○ Housing</li> </ul> </li> <li>▪ Employment <ul style="list-style-type: none"> <li>○ Types of jobs</li> </ul> </li> <li>▪ Leisure and Entertainment <ul style="list-style-type: none"> <li>○ Activities</li> <li>○ Vices</li> </ul> </li> <li>▪ Community Ties <ul style="list-style-type: none"> <li>○ Relations within the community</li> <li>○ Relations with other communities</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• develop empathy for past and present migrant communities in Singapore by understanding the reasons for their decision to settle in Singapore and/or how they have adjusted to life in Singapore</li> <li>• appreciate the sacrifices made by the early immigrants to the development of Singapore</li> <li>• develop an understanding of the change and continuity among the different communities as they learnt to adapt their culture and lifestyles to a multi-racial society</li> <li>• appreciate the rich cultural diversity of the people in Singapore</li> </ul>	
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### Unit 3 - Towards Independence: Was Singapore An 'Accidental Nation'?

<p><b>Overview</b></p> <p>A gradual political awakening, yet a sudden attainment of sovereign independence – many people were surprised by Singapore’s independence. This unit will look at how external and internal forces like World War II and Japanese Occupation influenced the gradual rise of people’s feelings and desire for self-rule; and towards viewing Singapore as a homeland. It seeks to highlight the struggles of individuals and groups of people within Singapore who believed in their ideals and struggled against the established order for the right to self-determination.</p>	<p><b>Making Connections</b></p> <p>Exploring the external and internal events that influenced and shaped the people in Singapore would help students understand that Singapore is very much connected to the larger world. It will help students gain a broad perspective on how nations came to be in this period. This interconnectedness means that Singapore can be affected by external ideas, people and events and in turn, what happens in Singapore can also impact other parts of the world. This is particularly important given that students today live in a highly globalised and connected world.</p>
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Key Knowledge	Learning Outcomes	Concepts
<p><b>Did the Japanese Occupation change the way people viewed Singapore?</b></p> <ul style="list-style-type: none"> <li>• Views of people towards Singapore in the first half of the 20th century <ul style="list-style-type: none"> <li>▪ Views towards Singapore as ‘home’ <ul style="list-style-type: none"> <li>○ Affinity towards country of origin</li> <li>○ Sense of belonging to Singapore</li> </ul> </li> <li>▪ Views of the British as rulers of Singapore <ul style="list-style-type: none"> <li>○ British superiority</li> </ul> </li> <li>▪ Views of Singapore as an ‘impregnable fortress’</li> </ul> </li> <li>• People’s experiences during the Japanese Occupation and post-war British rule <ul style="list-style-type: none"> <li>▪ British failure to defend Singapore</li> <li>▪ Life under the Japanese <ul style="list-style-type: none"> <li>○ Anti-Western Propaganda</li> <li>○ Rule of fear</li> <li>○ Deprivation</li> </ul> </li> <li>▪ Life under the post-war British rule <ul style="list-style-type: none"> <li>○ Shortages of food, housing</li> <li>○ Unemployment, strikes</li> </ul> </li> </ul> </li> </ul>	<p><i>Students will be able to</i></p> <p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• describe people’s views towards Singapore before the Japanese Occupation</li> <li>• explain how people’s experiences during the Japanese Occupation and post-war British rule affected people’s views towards Singapore</li> <li>• explain how people’s views towards Singapore changed or remained the same after the Japanese Occupation</li> <li>• describe the constitutional developments in Singapore after 1945</li> <li>• identify the role of global forces in influencing political developments in Singapore</li> <li>• explain how the different political parties and their proponents sought to gain support from the people in their struggle for independence</li> <li>• identify and understand key words in the inquiry question</li> </ul>	<p><u>Content concepts</u></p> <p>Government Sense of belonging Defence Propaganda Constitution Election Self-Government Merger Independence</p> <p><u>Historical concepts</u></p> <p>Change and Continuity Diversity</p>

<ul style="list-style-type: none"> <li>• Impact of the Japanese Occupation and post-war British rule on people's views towards Singapore <ul style="list-style-type: none"> <li>▪ Views towards Singapore as 'home' <ul style="list-style-type: none"> <li>○ Rise of political awareness</li> </ul> </li> <li>▪ Views of the British as rulers of Singapore <ul style="list-style-type: none"> <li>○ Diminishing respect for the British</li> </ul> </li> <li>▪ Views of Singapore as an 'impregnable fortress' <ul style="list-style-type: none"> <li>○ Singapore's vulnerability</li> </ul> </li> </ul> </li> </ul> <p><b>What were people's aspirations for Singapore after 1945?</b></p> <ul style="list-style-type: none"> <li>• Overview of the political developments in Singapore (1945-1959) <ul style="list-style-type: none"> <li>▪ Constitutional changes in Singapore (1945-1959)</li> <li>▪ Reasons for constitutional changes</li> </ul> </li> <li>• Search for independence <ul style="list-style-type: none"> <li>▪ Road to self-government, 1959 <ul style="list-style-type: none"> <li>○ Singapore Progressive Party</li> <li>○ Labour Front</li> <li>○ People's Action Party</li> <li>○ Workers' Unions</li> <li>○ Students' Movement</li> </ul> </li> <li>▪ Merger with Malaya, 1963 <ul style="list-style-type: none"> <li>○ Support for proposed Merger</li> <li>○ Opposition to proposed Merger</li> </ul> </li> <li>▪ Separation from Malaysia and independence, 1965</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question</li> </ul> <p><b>Values and Attitudes</b></p> <ul style="list-style-type: none"> <li>• develop an appreciation for the vulnerability of Singapore's position as a country within the global arena</li> <li>• show empathy in the hardships faced by the people in the past</li> <li>• understand how external events shape thinking and value systems at different times and space</li> <li>• value self-determination and independence from foreign rule</li> </ul>	
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### Unit 4 – Singapore’s First Decade (1965-1975): How Did Life Change?

#### Overview

Survival against all odds – Singapore’s development in the post-independence years has been described as an “economic miracle”. In the years immediately following her independence, Singapore needed to ensure her own survival. Her political leaders had to carefully lay the different foundational blocks of society, from housing to foreign policy. This unit seeks to highlight developments in Singapore since independence till the 1970s to help students see the significant changes that had taken place domestically and the circumstances and decisions that drove such change. Students would also discover the change in the values and mind-set of the people towards life in Singapore due to these changes. Framed within the context of Singapore’s position as a young nation within this region and the world, students will learn that our position as an independent nation remains a vulnerable one.

#### Making Connections

By tracing the steps of how Singapore chartered its future cautiously in the wake of separation from Malaysia and her sudden independence, students would appreciate the rationale behind government policies and initiatives since 1965. They will develop an appreciation of the changes that Singapore had to undergo, given the circumstances of that time. As these changes took place in a recent past, students would be able to make connections to and see that the world they experience now is a legacy of the first generation of leaders and people. It will also enable them to realise that Singapore’s achievements cannot be taken for granted and Singapore needs to constantly reinvent itself to stay competitive and relevant in the future.

Key Knowledge	Learning Outcomes	Concepts
<p><b>What did independence mean for Singapore?</b></p> <ul style="list-style-type: none"> <li>• Singapore is out of Malaysia!                             <ul style="list-style-type: none"> <li>▪ Political leaders’ reactions</li> <li>▪ Local peoples’ reactions</li> <li>▪ Reactions of leaders and media from other countries                                     <ul style="list-style-type: none"> <li>○ Indonesia, Malaysia</li> <li>○ Britain, Australia</li> </ul> </li> <li>▪ <i>Challenges to Singapore and her people</i> <ul style="list-style-type: none"> <li>○ Concerns over internal and external security</li> <li>○ Concerns over Singapore’s economic survival</li> <li>○ Concerns over citizenship issues</li> </ul> </li> </ul> </li> </ul> <p><b>How far were people’s lives transformed after independence?</b></p> <ul style="list-style-type: none"> <li>• Embracing being Singaporean                             <ul style="list-style-type: none"> <li>▪ From Negara-ku to Majulah Singapura</li> </ul> </li> </ul>	<p><i>Students will be able to</i></p> <p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• describe the different reactions towards an independent Singapore</li> <li>• describe / explain the challenges facing an independent Singapore and its people</li> <li>• describe / explain the conditions in Singapore that made policies to improve the conditions necessary</li> <li>• interpret people’s opinions about the policy changes in Singapore to deepen understanding of the adjustments people had to make after independence</li> <li>• identify and understand key words in the inquiry question</li> <li>• gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question</li> </ul> <p><b>Values and Attitudes</b></p>	<p><u>Content concepts</u></p> <p>Sovereignty Independence Citizenship Diplomacy Identity Defence Economy Development Housing</p> <p><u>Historical concepts</u></p> <p>Historical Significance Change and continuity</p>

<ul style="list-style-type: none"> <li>○ The importance of the National Symbols</li> <li>▪ From British Far East Command to Singapore Armed Forces (SAF) <ul style="list-style-type: none"> <li>○ The establishment of the Ministry of the Interior and Defence (MID)</li> <li>○ The setting up of a citizen-based armed forces and the beginning conscription of citizens for National Service in 1967.</li> <li>○ People’s reactions to, and experiences of serving National Service.</li> </ul> </li> </ul> <p><b>Singapore’s Economic Transformation: From Trading Port to Diversified Economy</b></p> <ul style="list-style-type: none"> <li>▪ Developing an export-oriented economy.</li> <li>▪ Developing infrastructure</li> <li>▪ Developing the banking/finance and tourism industries.</li> </ul> <p><b>Change in Standard of Living: From Shophouses, Squatters and Kampongs to HDB Flats</b></p> <ul style="list-style-type: none"> <li>▪ Living Conditions in the Shophouses and Squatters</li> <li>▪ The Need for Public Housing and the establishment of the Housing Development Board</li> <li>▪ People’s reactions to resettlement</li> <li>▪ People’s reactions to moving into HDB flats</li> </ul>	<ul style="list-style-type: none"> <li>• develop an appreciation of the vulnerability of Singapore’s position as a country within a global arena</li> <li>• cultivate a willingness to be resilient under adverse circumstances and desire to overcome the odds that Singapore may face in the future</li> </ul>	
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## 4. DEVELOPING HISTORICAL UNDERSTANDING THROUGH ASSESSMENT

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### 4.1 ASSESSMENT FOR LEARNING AND ASSESSMENT OF LEARNING

Assessment for the new Lower Secondary History Syllabuses will include **Assessment for Learning (formative assessment)** and **Assessment of Learning (summative assessment)**. These forms of assessment play an integral role in the teaching and learning of History. The purpose of assessment must be understood beyond the context of examinations. Assessment for learning takes place during teaching and aims to help students improve their learning. It provides teachers with information on students' progress and valuable feedback on the effectiveness of their lessons.

Teachers can use the information gained to scaffold students' learning to ensure progression. Assessment for learning can also help students to develop positive habits of reflection and independent learning through peer and self-assessment.

In contrast, Assessment of Learning typically takes place at the end of a unit or term. 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. Both Assessment for and of Learning aim to facilitate meaningful learning in History, where the learning process is developmentally appropriate and caters to students' varied needs, and helps them acquire 21st Century Competencies.

Beyond this, assessment should also reflect the experiences we want students to have in the study of History that mirrors real life scenarios. This will enable students to appreciate the relevance of what they have learnt (content, skills and historical understanding) and be able to apply these in their daily lives, now and in the future.

### 4.2 ASSESSMENT OBJECTIVES

The assessment objectives of the Lower Secondary History syllabuses are to assess the knowledge, historical understanding and skills acquired through students' study of History that is age-appropriate. The assessment objectives are:

#### **Objective 1: Deploying Knowledge**

*Students should be able to:*

- recall, select, organise and use their knowledge and understanding of History in context..
- demonstrate knowledge of the historical inquiry process (formulating questions, gathering evidence, exercising reasoning and reflective thinking).

#### **Objective 2: Communicating Historical Knowledge and Constructing Descriptions / Explanations**

*Students should be able to demonstrate:*

- their understanding of the past by identifying, describing and explaining:

- key concepts: causation, consequence, continuity, change and significance within a historical context; and
- key features and characteristics of the periods studied and the relationship between them;
- their ability to evaluate causation and historical significance to arrive at a reasoned conclusion (*for Sec 2 Express students only*).

### **Objective 3: Interpreting and Evaluating Source Materials**

*In using source materials, students should be able to understand, examine and evaluate:*

- a range of source materials as part of an historical inquiry; and
- how aspects of the past have been interpreted and represented in different ways as part of an historical inquiry by:
  - comprehending and extracting relevant information;
  - drawing inferences from given information; and
  - comparing and contrasting different views.

### **How do the Assessment Objectives Apply to Historical Investigation?**

Using the knowledge and skills developed in Objectives 1, 2 and 3, students should be able to apply a combination of these specific historical skills and knowledge to inquire into and solve authentic historical issues.

*Students should be able to demonstrate:*

- the processes and strategies that are used to inquire and solve the authentic historical issue:
- find information from multiple sources;
- examine evidences to interpret the points of view expressed in the sources;
- combine evidence and ideas from several sources to support their conclusion and solve the issue; and
- communicate findings and ideas using an appropriate format.

### 4.3 SCHEME OF ASSESSMENT

#### Assessment modes

To encourage independent learning, foster the spirit of inquiry and develop collaborative and communication skills as well as lay a strong foundation of historical knowledge and skills in our students, a variety of assessment modes is encouraged in the Lower Secondary Syllabus.

Students can be assessed using assessment modes such as Chapter Tasks, Source-Based Questions, Structured Questions and the Historical Investigation (HI). All these assessment modes except for HI are assessed regularly over a period of time. Students are therefore assessed at regular junctures of their learning process rather than only at the end. These assessment modes contribute to form the overall results for each module or academic year.

**Table 4.3a: Assessment Modes for the Lower Secondary History Syllabuses**

<b>ASSESSMENT MODE</b>	<b>PURPOSE</b>	<b>EXAMPLES</b>
Chapter Task	Requires students to apply their understanding through an authentic activity that will assess their application of the knowledge and skills learnt.	<ul style="list-style-type: none"> <li>• a short write-up for the school's blog on Singapore's connections with a selected country that Singapore has relations with between the 14th to 19th century</li> <li>• an information sheet about the different groups of people in Singapore for a group of exchange students</li> <li>• a webpage on changes in peoples' views towards Singapore before and after the Japanese Occupation</li> <li>• a photo-montage summarising Singapore's transformation from the 1950 to 1970s</li> </ul>
Source-Based Question	Consists of separate sub-questions that require students to demonstrate the ways in which evidence in the sources can be analysed, evaluated or interpreted in response to an inquiry of a historical event or issue.	<ul style="list-style-type: none"> <li>• Inference questions</li> <li>• Compare and contrast questions</li> <li>• Check for reliability questions</li> </ul>
Structured Question	Consists of related sub-questions that assess a historical event or issue. Requires students to demonstrate their ability to recall and identify causal factors, select	<ul style="list-style-type: none"> <li>• Questions on Identifying factors</li> <li>• Questions on describing factors</li> <li>• Questions on constructing explanations</li> </ul>



	and give accounts of events or situations, select and apply knowledge, and provide explanations	
<b>Historical Investigation</b>	Requires students to participate collaboratively in an inquiry or investigate an authentic historical issue. This will involve, planning, gathering, examining sources, consolidating and communicating the findings.	<ul style="list-style-type: none"> <li>• Individual Contribution</li> <li>• Group Contribution</li> <li>• Group End-Product</li> </ul>