HISTORY SYLLABUS

Upper Secondary
Express Course
Normal (Academic) Course

**Implementation starting with
2013 Secondary Three Cohort**

Ministry of Education
SINGAPORE

CONTENTS

1.   INTRODUCTION:THE VALUE OF HISTORY EDUCATION

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:
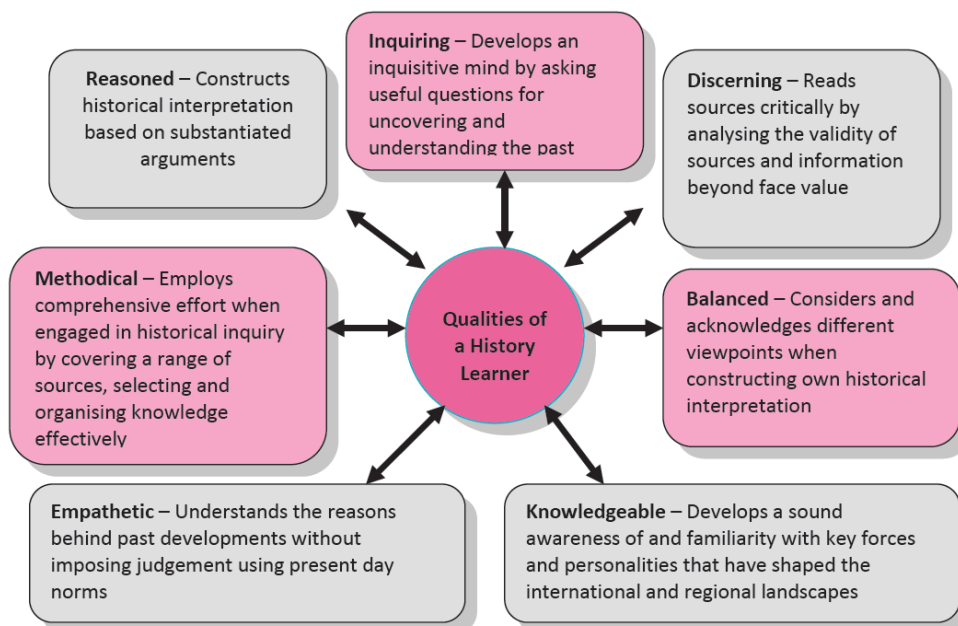

Reasoned – Constructs historical interpretation based on substantiated arguments

Inquiring – Develops an inquisitive mind by asking useful questions for uncovering and understanding the past

Discerning – Reads sources critically by analysing the validity of sources and information beyond face value

Methodical – Employs comprehensive effort when engaged in historical inquiry by covering a range of sources, selecting and organising knowledge effectively

Qualities of a History Learner

Balanced – Considers and acknowledges different viewpoints when constructing own historical interpretation

Empathetic – Understands the reasons behind past developments without imposing judgement using present day norms

Knowledgeable – Develops a sound awareness of and familiarity with key forces and personalities that have shaped the international and regional landscapes

Figure 1.3a: Qualities of a History Learner

1.4 DEVELOPING 21st CENTURY COMPETENCIES THROUGH HISTORY EDUCATION

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

Complex communication in the study of History involves the making of effective oral and written arguments and eliciting information from various sources. Above all, it requires 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 these histories to the present. By analysing and evaluating information and evidences, students learn to think critically using the skills of investigation to extract, order, collate, synthesise and analyse information to formulate and test a hypothesis and reach a conclusion on issues explored in the syllabuses.

Figure 1.4a: Framework for 21st Century Competencies and Student Outcomes[1]

1.5 AIMS OF THE UPPER SECONDARY HISTORY SYLLABUS

The Upper Secondary History syllabuses seek to enable students to be effective citizens and participants in the 21st century. To achieve this, students need to understand how the present world system came into being, and the inter-connectedness of nation-states and peoples.

The new O-Level and N(A)-Level syllabuses also seek to examine the key forces and developments which have shaped international history in the 19th and 20th centuries. Through this revised syllabus, history students will understand not just concepts such as balance of power, hegemony, geopolitics and nationalism, but also acquire historical thinking skills.

The study of these syllabuses is undertaken at the Upper Secondary level.

AIMS AND LEARNING OUTCOMES

Aims

The revised Upper 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, through:
- 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 selected periods, societies 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 substantiated judgements 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 and contribute actively and responsibly as local and global citizens to further study and pursue their personal interest in the past.

Learning Outcomes

Knowledge & 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 – 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 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 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;
- analysing and evaluating the causes and consequences of historical events and situations whilst avoiding excessively abstract generalisations;
- assessing and establishing the significance of individuals, ideas, events, forces and developments on societies;
- interpreting and acquiring information derived from various sources of information and evidence from a variety of media to support an inquiry;
- identifying points of view in History through distinguishing bias, fact and opinion in history writing;
- analyzing, evaluating and synthesising historical data to make informed decisions/ conclusion on the often tentative nature of judgments about the past;
- organising and communicating historical knowledge and understanding through the use of appropriate historical terms and ideas appropriate to the mode of delivery, purpose and audience; and
- drawing conclusions from the study of evidence and appreciating that historical conclusions are subject to reassessment in the light of new or reinterpreted evidence.

Values and Attitudes

Students demonstrate the internalisation of key values and mindsets 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

2.1 USE OF INQUIRY IN UPPER 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.[2]

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 an inquiry question in each unit provides the focal point for students to investigate, extract, order, collate, synthesise and analyse information to formulate and test hypothesis and reach a conclusion explored in the syllabus.

There are six generic questions to further guide students in their inquiry to the issues and topics covered in the syllabus. These are:

1. What were the major forces and developments during this period?

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

2. What caused these major forces and developments?
3. Who were the key players involved?
4. How did the developments influence peoples' decisions and actions and vice-versa?
5. How did people's views and perspectives shape their interpretation of these developments?
6. How did these developments impact societies?

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

Table 2.1b: Amplification of the Inquiry Approach

Inquiry Stage	Qualities of a History Learner	Purposes
1. Ask historical guiding questions	• Inquiring	• Most critical to the inquiry process is the starting point. Teachers to be guided by the following pointers: ○ engage the students' interest; ○ identify the questions to be asked – one broad inquiry question followed by sub-questions; ○ plan the inquiry process; and ○ describe the outcome.
2. Identify and locate relevant sources	• Discerning • Balanced	• 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).
3. Construct historical interpretations, evaluate sources and develop arguments	• Discerning • Methodical • Balanced • Reasoned • Knowledgeable	• Students make notes from their study of the sources. • Through reflection and discussion, facilitated by the teacher, students should now be able to develop their responses to the inquiry question.
4. Check derived interpretations and/or present historical interpretation	• Balanced • Reasoned • Knowledgeable	• Students show their own extended knowledge and understanding.

3. DEVELOPING HISTORICAL UNDERSTANDING THROUGH THE UPPER SECONDARY HISTORY SYLLABUSES

3.1 AMPLIFICATION OF O-LEVEL AND N(A)-LEVEL HISTORY SYLLABUSES

The Making of Contemporary World Order, 1870s-1991

To be effective citizens and participants in the 21st century, students need to understand how the present world system came into being, and the interconnectedness of nation-states and peoples. The revised O-llevel and N(A)- Level History syllabuses seek to examine the key forces and developments which have shaped international history in the 19th and 20th centuries. Through these revised syllabuses, history students will acquire not just conceptual tools such as balance of power, hegemony, geopolitics and nationalism, but also the historical thinking skills.

Unit 1 starts with the turn of the 19th century focusing on how the competition of European nation-states for resources and territories in Malaya and either Vietnam or Indonesia transformed these territories and linked the region to the Atlantic World. Unit 2 shifts the narrative to Europe to examine how, in the first half of the 20th century; the rise of authoritarianism challenged governments in Europe. It also examines how European rivalries and Japan's challenge to European dominance in Asia led to the eruption of two world wars and the collapse of European hegemony.

Unit 3 analyses the shift in the global balance of power from Europe to the USA and USSR at the end of WWII. This re-alignment led to the emergence of a bi-polar world dominated by ideological, geopolitical and economic competition between the two superpowers. The end of the Cold War in 1991 concludes the most recent phase of great power politics and competition. Unit 4 studies the movements of former colonies, Malaya and either Vietnam or Indonesia, towards decolonisation and the achievement of independence and nationhood in a time-frame that is contemporaneous with the developments of Unit 3.

Table 3.1a: Overview of Content for O-level and N(A)-Level History Syllabuses

Unit 1 – European Dominance and Expansion In the late 19th Century
Inquiry Question: How were systems and societies transformed by colonialism?
The compulsory case study of Malaya and either the case study of Vietnam or Indonesia will be studied in the context of European dominance and expansion in the late 19th century.
Reasons for European interest and expansion in Southeast Asia
Responses of Southeast Asian states to European expansion
Impact of colonial rule on Southeast Asia

*Case study of Malaya, 1874 – c.1900
    Either the case study of Vietnam, 1870s – c.1900 or case study of
    c.1900

Unit 2 – The World In Crisis
Inquiry Question: What forces and developments changed Europe and the Asia-Pacific in the first half of the 20th century?
Impact of World War I

Rise of authoritarian regimes and its impact in the interwar years
  ■ *Case study of Communist Russia
  ■ *Case study of Nazi Germany

World War II in Europe and the Asia Pacific
  ■ Reasons for outbreak of WWII in Europe
  ■ Reasons for outbreak of WWII in the Asia Pacific
    Reasons for the defeat of Germany
    Reasons for the defeat of Japan

Unit 3 – Bi-Polarity and the Cold War
Inquiry Question: How did the Cold War impact the world order in the post-1945 years?
Cold War and the bi-polar world order   ■ Reasons for the Cold War in Europe

Manifestation of Cold War outside Europe
  ■ *Case study of Korean War, 1950 - 53
  ■ *Case study of Cuban Missile Crisis, 1962

Reasons for the end of the Cold War
Unit 4 – Decolonisation and Emergence of Nation-States
Inquiry Question: Was the attainment of independence in colonies shaped by the decline of Europe and Cold War politics?
The compulsory case study of Malaya and either the case study of Vietnam or Indonesia will be studied in the context of decolonisation and emergence of nation-states in the post-war years.

Decolonisation and emergence of nation-states in Southeast Asia
  ■ Overview of nationalism in Southeast Asian states (non-examinable)
  ■ Struggles for independence in Southeast Asian states in the post-WWII
  ■ Establishment of newly independent states in Southeast Asia
    *Case study of Malaya
    Either the case study of Vietnam or case study of

Source-based Case Study will only be set on the case studies indicated by the symbol [*]. For Normal (Academic) Level at Secondary 4, the History syllabus ends at Unit 3, and Unit 4 will be taught only in Secondary 5.

Unit 1 – European Dominance and Expansion in the late 19th century Inquiry Focus: How were systems and societies transformed by colonialism?	
Overview At the turn of the 20th century Europe had expanded and established control over a large part of the world. The 1870s witnessed an intensification of European rivalry for territories. Framed against this context, this unit focuses on the expansion of European powers into Southeast Asia. Students examine the major forces that drove the Europeans, such as the British, Dutch and French, to Southeast Asia. Students will also be guided to investigate the tensions and issues brought about by the interaction between these western colonial powers and the Southeast Asian states. Using Malaya and either Vietnam or Indonesia as case studies, students will look at how these systems and societies were transformed by the colonial experience.	**Making Connections** Exploring the story of how European powers established themselves in Southeast Asia is important as it helps students make sense of the colonial imprints that they see in the society and the region they live in today. Students will also recognise and appreciate the cultural, intellectual and emotional contexts that shaped the decisions and actions of different peoples and groups and the consequences of these decisions and actions. An understanding of this story will enable students to establish the significance of western colonialism on the geography, politics, cultures and economies of Southeast Asia.

Key Knowledge	Learning Outcomes	Key Concepts

Note: The compulsory case study of Malaya and <u>either</u> the case study of Vietnam <u>or</u> Indonesia will be studied in the context of European dominance and expansion in the late 19th century.
•   Extension of colonial rule and its impact on Southeast Asia since 1870s
 	
    *Case study of Malaya, 1874–c.1900
    Establishment of British colonial rule in Malaya
    o Reasons for British intervention
      – Political: to build empires and spheres of influence
      – Economic: to obtain raw materials, to search for new markets and bases, to protect economic interests in Malaya
    o Impact of British colonial rule of Malaya
      – Political: establishment of British control over Malaya (British Residential System, Federated Malay States) and its impact on local rulers
      – Economic: development of cash crop and mineral industries (rubber, tin), creation of export-oriented economy, development of infrastructure
      – Social: local responses to British colonial rule, urbanisation and migration, creation of Western-educated elites
	Students will be able to:
	
	Knowledge and Skills
	• assess the reasons for European expansion and dominance in Southeast Asia with reference to Malaya and either Vietnam or Indonesia
	• evaluate the responses of the locals in Malaya and either Vietnam or Indonesia to British and either French or Dutch colonial expansion respectively
	• establish the impact of European expansion and dominance on Southeast Asian societies
	
	Values and Attitudes
	• provide moral responses to colonial rule based on issues of fairness to deliberate on what counts as fair and unfair
	• take the perspectives of both the European powers and the Southeast Asian people in their encounter with each other
	• understand how perspectives and worldviews can lead to lack of respect for each other and consequently, conflict
		• Colonial rule
		• Direct rule
		• Indirect rule
		• Impact
		• Intensification
		• Intervention
		• Resistance
		• Collaboration
		• Modernisation
		• Reform
		• Sphere of influence

Key Knowledge	Learning Outcomes	Key Concepts

SELECT EITHER
 	
Case study of Vietnam, 1870s–c.1900
Establishment of French colonial rule in Vietnam
o   Reasons for French intervention
    – Political: to build empires and spheres of influence
    – Economic: to obtain raw materials, to search for new markets and bases, to protect economic interests in Vietnam
o   Impact of French colonial rule of Vietnam
    – Political: establishment of French control over Vietnam and its impact on local rulers
    – Economic: development of cash crops and mineral industries (rice, coal), development of infrastructure, introduction of private property, growth of landless peasants
    – Social: local responses to French colonial rule, changes in class structure, migration within Indochina, creation of Western-educated elites, worsening of living standards of the locals
 	
OR
 	
Case study of Indonesia, 1870s–c.1900
Establishment of Dutch colonial rule in Indonesia
o   Reasons for extension of Dutch control over Indonesia
    – Political: to build empires and spheres of influence
    – Economic: to obtain raw materials, to search for new markets and bases, to protect economic interests in Indonesia
o   Impact of Dutch colonial rule of Indonesia
    – Political: establishment of Dutch control over Indonesia (Regency System) and its impact on local rulers
    – Economic: development of cash crops and mineral industries (sugar and tobacco, oil exploration), changes in livelihoods of the locals, creation of a dual economy, development of infrastructure
    – Social: local responses to Dutch colonial rule, creation of Western-educated elites, urbanisation and migration, worsening of living standards for the locals		

Unit 2 – The World in Crisis
Inquiry Focus: What forces and developments changed Europe and the Asia-Pacific in the first half of the 20th century?

Overview	**Making Connections**
By the early 20th century, colonial powers competed with each other for colonies in other parts of the world. In Europe, colonial powers were being challenged by new forces and developments. These included intra-European rivalry on the European continent that gave rise to large scale conflicts as well the rise of new regimes. In the Asia-Pacific, Japan was challenging European dominance and looking to increase its own power through colonial expansion in Asia. In this unit, students study the key events and developments – World War I and II and the rise of Communist Russia, Nazi Germany and expansionist Japan – that threatened European dominance in the world. Specifically, students will evaluate the roles of individuals and groups in shaping the various forces and developments that challenged European dominance in world affairs and brought about a shift in the balance of power.	Studying the impact of the large scale conflicts and the rise of new regimes will allow students to appreciate the key forces and developments that challenged Europe's dominance in world affairs. Through a study of the devastating effects of the two World Wars and the unchecked ambitions of the authoritarian states, students will better appreciate the need for collective security to prevent future conflicts. Students will understand that attempts at world peace are often challenged by the interests and ambitions of individuals and nations. The study of Communist Russia, Nazi Germany and Japan will enable students to understand how totalitarian regimes can bring about both benefits for some, and great costs for others.

Key Knowledge	**Learning Outcomes**	**Key Concepts**

• Impact of World War I
  o Peace Settlement - Aims and the terms of the Treaty of Versailles and its immediate impact on Germany
  o Attempts at collective security by the League of Nations **-** Successes and failures of the League of Nations in the 1920s and 1930s
 	
• Rise of authoritarian regimes and their impact in the interwar years (up to 1939)
 	
  *Case study of Communist Russia
  o Reasons for the rise of Stalin in Russia
    – Circumstances after Lenin's death
    – Stalin's manipulations
  o Impact of Stalin's rule on Russia
    – Political: Stalin's dictatorship, culture of fear, persecution and personality cult
    – Economic: modernisation of Soviet industry and agriculture
    – Social: controlled society, culture of fear, policies on minorities
 	
  *Case study of Nazi Germany
  o Reasons for the rise of Hitler in Germany
    – Weaknesses of the Weimar government
    – Hitler's leadership
  o Impact of Hitler's rule on Germany
    – Political: consolidation of power, one-party rule
	Students will be able to:
	
	Knowledge and Skills
	• assess the impact of World War I on Europe
	• evaluate the rise of authoritarian regimes and their impact on the political, social and economic context of countries and the world order
	• examine the reasons for the outbreak of World War II in Europe and the Asia–Pacific
	• examine the reasons for the defeat of Germany and Japan in World War II
	• analyse the roles of key players in shaping particular forces and developments during this period
	
	Values and Attitudes
	• understand the cost of war and the impact of ideas taken to the extreme on human lives
	• empathise with people who have lived through trying times under extreme conditions
	• embrace the importance of cooperation and seek amicable solutions to ensure peaceful co-existence between people and nations
		• Appeasement
		• Balance of power
		• Collective security
		• Communism
		• Fascism
		• League of Nations
		• Nazism
		• Militarism
		• Authoritarianism

Key Knowledge	Learning Outcomes	Key Concepts

– Economic: recovery and Nazi control of the economy, and militarisation
      – Social: controlled society, culture of fear, persecution of Jewish people and other minority groups
 	
 • World War II in Europe and the Asia–Pacific
   o Reasons for the outbreak of WWII in Europe
      – Weaknesses of the League of Nations
      – Hitler's aggressive foreign policy
      – Policy of appeasement
 	
   o Reasons for the outbreak of WWII in the Asia–Pacific
      – Economic crisis in Japan
      – Japan's expansionist foreign policy
      – Weaknesses of League of Nations
      – Japan's worsening relations with the USA
 	
   o Reasons for the defeat of Germany
      – USA's entry into WWII
      – Over-extension of Hitler's army on many fronts
 	
   o Reasons for the defeat of Japan
      – Allied victory in Europe
      – Economic and military might of USA
      – Over-extension of Japanese empire
 	
 Note: Teachers should note that detailed study of the military campaigns of WWII is not required.
	• understand that decisions and actions by people in the past were made and taken in the context of that time	

Unit 3 – Bi-Polarity and the Cold War
Inquiry Focus: How did the Cold War impact the world order in the post-1945 years?

Overview	Making Connections
Overview At the end of World War II, a war-torn and weakened Europe created a power vacuum that gave rise to a world order that was characterised by the emergence of two superpowers, the United States of America and the Soviet Union. This unit focuses on the military, economic and political confrontation between the United States of America and the Soviet Union. It looks specifically at the causes and consequences of this rivalry that resulted in the Cold War and the creation of a bi-polar world. Students learn how the rivalry between the two superpowers has shaped relations within and outside of Europe since 1945. Students will look at the reasons for the sudden end of the Cold War in 1991.	**Making Connections** In studying the Cold War years, students will be able to understand how superpower rivalry has shaped international relations. Students will appreciate how differences in ideas shape the interaction between powers and their relationship with the rest of the world. An awareness of how individuals and groups interacted with each other across contexts within the Cold War period would enable students to recognise that decisions then can have consequences on people and countries till today. In examining the reasons for the end of the Cold War, students will appreciate how the decisions and actions of individuals can lead to momentous changes both at the national and international levels. Students will also understand that while key players are responsible for driving changes they are also constrained by the context in which they operate, and their decisions and actions can result in unintended consequences.

Key Knowledge	Learning Outcomes	Key Concepts

• Cold War and the Bi-polar World Order
 o Reasons for the Cold War in Europe
  – Post-WWII rise of USA and USSR as superpowers**:** collapse and decline of old European powers
  – US-Soviet mistrust and rivalry: breakdown of wartime alliances, division of Europe after WWII, differences in ideology, American containment policy and Soviet responses, military alliances
 	
• Manifestation of the Cold War Outside Europe
 	
 *Case study of Korean War, 1950–53
 o Reasons for the conflict
  – Partition of Korea after World War II
  – Emergence of communist China
  – Role of external powers in the conflict: USA, USSR and China
 	
 *Case study of Cuban Missile Crisis, 1962
 o Reasons for the conflict
  – Cuba's strategic importance to USA
  – Tensions between USA and Cuba: Castro's policies and American responses
  – Role of external powers in the conflict: USA and USSR (Kennedy and Khrushchev)
	Students will be able to:
	
	Knowledge and Skills
	• assess the immediate impact of World War II on Europe
	• analyse the impact of the rivalry of USA and USSR in the aftermath of World War II on the world order
	• explain how the Cold War tensions are manifested in and outside of Europe
	• examine the reasons for the outbreak of the Korean War and the Cuban Missile Crisis
	• evaluate the role of superpowers and regional powers in localised conflicts, with special reference to the Korean War and Cuban Missile Crisis
	• examine the reasons for the end of the Cold War
	
	Values and Attitudes
	• understand how differing beliefs and ideas can lead to disagreements and conflicts
	• show sensitivity to people who have lived through trying times under extreme conditions
		• Bi-polarity
		• Communism
		• Containment
		• Democracy
		• Ideology
		• Proxy war
		• Superpower rivalry
		• Glasnost
		• Perestroika

Key Knowledge	Learning Outcomes	Key Concepts

• End of the Cold War
    o Reasons for the end of the Cold War
       – US economic might
       – Weaknesses of the Soviet economy
       – Impact of glasnost and perestroika on the USSR and Eastern Europe
	• 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 seek amicable solutions to ensure peaceful co-existence between people and nations	

Key Knowledge	Learning Outcomes	Key Concepts

Unit 4 – Decolonisation and Emergence of Nation States
Inquiry Focus: Was the attainment of independence in colonies shaped by the decline of Europe and Cold War politics?

Overview
Another key characteristic of the world order after World War II was the rise of newly independent states in former European colonies all over the world – Africa and Southeast Asia. This unit explores key factors such as colonial experiences, developments including Cold War rivalry and the role of individuals and groups that shaped the differing pathways to independence in Malaya, and either Vietnam or Indonesia. Specifically, students will investigate how the various colonial powers responded to the demand for independence from their colonies and how external developments like Cold War politics intervened and shaped the struggle for independence.

Making Connections
Through the case studies of Malaya and either Vietnam or Indonesia, students will be able to connect and make sense of the struggles and political developments in these countries and apply what they have learnt to an understanding of the region they live in today. They will recognise the unique circumstances and the key developments in the world that influence the struggles for independence in the two countries. An awareness of these historical developments that shape Southeast Asia as a region will allow students to better relate and respond to present-day issues that are unique to the region.

Key Knowledge	Learning Outcomes	Key Concepts

Note: The compulsory case study of Malaya and <u>either</u> the case study of Vietnam <u>or</u> Indonesia will be studied in the context of decolonisation and emergence of nation-states in the post-war years.
 	
• Decolonisation and emergence of nation-states in Southeast Asia
  o Struggles for independence in Southeast Asian states in the post-WWII period
    - Impact of World War II on decolonisation
    - Impact of the Cold War on decolonisation
    - Responses of the locals
 	
 Case study of Malaya
  o Re-establishment of British rule in Malaya and local responses
    - Malayan Union, 1946
    - Federation of Malaya Agreement, 1948
    - Communist movement in Malaya
  o Establishment of independent Malaya, 1957
    - Merdeka Talks, 1956
 	
SELECT EITHER
 	
Case study of Vietnam
  o Attempts by French to re-establish French rule and local responses
    - August Revolution, 1945
	Students will be able to
	
	Knowledge and Skills
	• assess the immediate impact of World War II on decolonisation
	• explain how Cold War politics affected Malaya's and either Vietnam's or Indonesia's struggles for independence
	• examine the reasons for Malaya's and either Vietnam's or Indonesia's struggles for independence in the post-war period
	• examine the policies taken by the British and either the French or the Dutch in responding to local struggles for independence
	• explain how independence was achieved in Malaya and either Vietnam or Indonesia
	
	Values and Attitudes
	• understand how perspectives and worldviews can lead to conflicts
	• understand the consequence of differing ideologies on human lives
		• Anti-colonial struggle
		• Decolonisation
		• Nationalism
		• Nation-states
		• Resistance and collaboration
		• Sovereignty
		• Independence

Key Knowledge	Learning Outcomes	Key Concepts

- 1946 Agreement
    - Battle of Dien Bien Phu, 1954
o Reunification and establishment of independent Communist Vietnam, 1975
    - Intervention of USA, Soviet Union and China
    - Fall of Saigon, 1975
 	
OR
 	
  Case Study of Indonesia
o Attempts by Dutch to re-establish Dutch rule and local responses
    - Declaration of Independence, 1945
    - Indonesian revolution, 1945–49
    - Linggadjati Agreement, 1946
    - 1st and 2nd Dutch Police Actions, 1947, 1948–1949
    - The Madiun Affair, 1948
    - Renville Agreement, 1948
o Establishment of Independent Indonesia, 1949
    - Round Table Conference, Dec 1949
	• show sensitivity to people who have lived through trying times under extreme conditions
	• value the importance of self-determination and independence from foreign rule
	• embrace the importance of cooperation and seek amicable solutions to ensure peaceful co-existence between people and nations
	• understand that decisions and actions by people in the past were made and taken in the context of that time	

Unit 1 – European Dominance and Expansion in the late 19th Century
Inquiry Focus: How were systems and societies transformed by colonialism?

Overview	**Making Connections**
At the turn of the 20th century Europe had expanded and established control over a large part of the world. The 1870s witnessed an intensification of European rivalry for territories. Framed against this context, this unit focuses on the expansion of European powers into Southeast Asia. Students examine the major forces that drove the Europeans, such as the British, Dutch and French, to Southeast Asia. Students will also be guided to investigate the tensions and issues brought about by the interaction between these western colonial powers and the Southeast Asian states. Using Malaya and either Vietnam or Indonesia as case studies, students will look at how these systems and societies were transformed by the colonial experience.	Exploring the story of how European powers established themselves in Southeast Asia is important as it helps students make sense of the colonial imprints that they see in the society and the region they live in today. Students will also recognise and appreciate the cultural, intellectual and emotional contexts that shaped the decisions and actions of different peoples and groups and the consequences of these decisions and actions. An understanding of this story will enable students to establish the significance of western colonialism on the geography, politics, cultures and economies of Southeast Asia.

Key Knowledge	**Learning Outcomes**	**Key Concepts**

Note: The compulsory case study of Malaya and <u>either</u> the case study of Vietnam <u>or</u> Indonesia will be studied in the context of European dominance and expansion in the late 19th century.
 	
• Extension of colonial rule and its impact on Southeast Asia since 1870s
 	
  *Case study of Malaya, 1874–c.1900
  Establishment of British colonial rule in Malaya
  o Reasons for British intervention
   – Political: to build empires and spheres of influence
   – Economic: to obtain raw materials, to search for new markets and bases, to protect economic interests in Malaya
  o Impact of British colonial rule of Malaya
   – Political: establishment of British control over Malaya (British Residential System, Federated Malay States) and its impact on local rulers
   – Economic: development of cash crop and mineral industries (rubber, tin), creation of export-oriented economy, development of infrastructure
   – Social: local responses to British colonial rule, urbanisation and migration, creation of Western-educated elites
	Students will be able to:
	
	Knowledge and Skills
	• explain the reasons for European expansion and dominance in Southeast Asia with reference to Malaya and either Vietnam or Indonesia
	• explain the responses taken by the locals in Malaya and either Vietnam or Indonesia to British and either French or Dutch colonial expansion respectively
	• establish the impact of European expansion and dominance on Southeast Asian societies
	
	Values and Attitudes
	• provide moral responses to colonial rule based on issues of fairness to deliberate on what counts as fair and unfair
	• take the perspectives of both the European powers and the Southeast Asian people in their encounter with each other
		• Colonial rule
		• Direct rule
		• Indirect rule
		• Impact
		• Intensification
		• Intervention
		• Resistance
		• Collaboration
		• Modernisation
		• Reform
		• Sphere of influence

Key Knowledge	Learning Outcomes	Key Concepts

SELECT EITHER
 	
  Case study of Vietnam, 1870s–c.1900
  Establishment of French colonial rule in Vietnam
  ○ Reasons for French intervention
    – Political: to build empires and spheres of influence
    – Economic: to obtain raw materials, to search for new markets and bases, to protect economic interests in Vietnam
  ○ Impact of French colonial rule of Vietnam
    – Political: establishment of French control over Vietnam and its impact on local rulers
    – Economic: development of cash crops and mineral industries (rice, coal), development of infrastructure, introduction of private property, growth of landless peasants
    – Social: local responses to French colonial rule, changes in class structure, migration within Indochina, creation of Western-educated elites, worsening of living standards of the locals
 	
OR
 	
  Case study of Indonesia, 1870s–c.1900
  Establishment of Dutch colonial rule in Indonesia
  ○ Reasons for extension of Dutch control over Indonesia
    – Political: to build empires and spheres of influence
    – Economic: to obtain raw materials, to search for new markets and bases, to protect economic interests in Indonesia
  ○ Impact of Dutch colonial rule of Indonesia
    – Political: establishment of Dutch control over Indonesia (Regency System) and its impact on local rulers
– Economic: development of cash crops and mineral industries (sugar and tobacco, oil exploration), changes in livelihoods of the locals, creation of a dual economy, development of infrastructure
– Social: local responses to Dutch colonial rule, creation of Western-educated elites, urbanisation and migration, worsening of living standards for the locals
	• understand how perspectives and worldviews can lead to lack of respect for others and consequently, conflict	

Unit 2 – The World in Crisis
Inquiry Focus: What forces and developments changed Europe and the Asia-Pacific in the first half of the 20th century?

Overview	Making Connections
By the early 20th century, colonial powers competed with each other for colonies in other parts of the world. In Europe, colonial powers were being challenged by new forces and developments. These included intra-European rivalry on the European continent that gave rise to large scale conflicts as well as the rise of new regimes. In the Asia-Pacific, Japan was challenging European dominance and looking to increase its own power through colonial expansion in Asia. In this unit, students study the key events and developments – World War I and II and the rise of Communist Russia, Nazi Germany and expansionist Japan – that threatened European dominance in the world. Specifically, students will evaluate the roles of individuals and groups in shaping the various forces and developments that challenged European dominance in world affairs and brought about a shift in the balance of power.	Studying the impact of the large scale conflicts and the rise of new regimes will allow students to appreciate the key forces and developments that challenged Europe's dominance in world affairs. Through a study of the devastating effects of the two World Wars and the unchecked ambitions of the authoritarian states, students will better appreciate the need for collective security to prevent future conflicts. Students will understand that attempts at world peace are often challenged by the interests and ambitions of individuals and nations. The study of Communist Russia, Nazi Germany and Japan will enable students to understand how totalitarian regimes can bring about both benefits for some, and great costs for others.

Key Knowledge	Learning Outcomes	Key Concepts

• Impact of World War I
  o Peace Settlement - Aims and the terms of the Treaty of Versailles and its immediate impact on Germany
  o Attempts at collective security by the League of Nations - Successes and failures of the League of Nations in the 1920s and 1930s
 	
• Rise of authoritarian regimes and their impact in the interwar years (up to 1939)
 	
  *Case study of Communist Russia
  o Reasons for the rise of Stalin in Russia
    – Circumstances after Lenin's death
    – Stalin's manipulations
  o Impact of Stalin's rule on Russia
    – Political: Stalin's dictatorship, culture of fear, persecution and personality cult
    – Economic: modernisation of Soviet industry and agriculture
    – Social: controlled society, culture of fear, policies on minorities
 	
  *Case study of Nazi Germany
  o Reasons for the rise of Hitler in Germany
    – Weaknesses of the Weimar government
    – Hitler's leadership
  o Impact of Hitler's rule on Germany
    – Political: consolidation of power, one-party rule
	Students will be able to:
	
	Knowledge and Skills
	• explain how World War I impacted Europe
	• explain the rise of authoritarian regimes and their impact on the political, social and economic context of countries and the world order
	• examine the reasons for the outbreak of World War II in Europe and the Asia–Pacific
	• examine the reasons for the defeat of Germany and Japan in World War II
	• examine the roles of key players in shaping particular forces and developments during this period
	
	Values and Attitudes
	• understand the cost of war and the impact of ideas taken to the extreme on human lives
	• empathise with people who have lived through trying times under extreme conditions
	• embrace the importance of cooperation and seek amicable solutions to ensure peaceful co-existence between people and nations
		• Appeasement
		• Balance of power
		• Collective security
		• Communism
		• Fascism
		• League of Nations
		• Nazism
		• Militarism
		• Authoritarianism

Key Knowledge	Learning Outcomes	Key Concepts

– Economic: recovery and Nazi control of the economy, and militarisation
    – Social: controlled society, culture of fear, persecution of Jewish people and other minority groups
 	
• World War II in Europe and the Asia–Pacific
  o Reasons for the outbreak of WWII in Europe
    – Weaknesses of the League of Nations
    – Hitler's aggressive foreign policy
    – Policy of appeasement
 	
  o Reasons for the outbreak of WWII in the Asia–Pacific
    – Economic crisis in Japan
    – Japan's expansionist foreign policy
    – Weaknesses of League of Nations
    – Japan's worsening relations with the USA
 	
  o Reasons for the defeat of Germany
    – USA's entry into WWII
    – Over-extension of Hitler's army on many fronts
 	
  o Reasons for the defeat of Japan
    – Allied victory in Europe
    – Economic and military might of USA
    – Over-extension of Japanese empire
 	
• *Note: Teachers should note that detailed study of the military campaigns of WWII is not required.*
	• understand that decisions and actions by people in the past were made and taken in the context of that time	

Unit 3 – Bi-Polarity and the Cold War
Inquiry Focus: How did the Cold War impact the world order in the post-1945 years?

Overview	Making Connections
At the end of World War II, a war-torn and weakened Europe created a power vacuum that gave rise to a world order that was characterised by the emergence of two superpowers, the United States of America and the Soviet Union. This unit focuses on the military, economic and political confrontation between the United States of America and the Soviet Union. It looks specifically at the causes and consequences of this rivalry that resulted in the Cold War and the creation of a bi-polar world. Students learn how the rivalry between the two superpowers has shaped relations within and outside of Europe since 1945. Students will look at the reasons for the sudden end of the Cold War in 1991.	In studying the Cold War years, students will be able to understand how superpower rivalry has shaped international relations. Students will appreciate how differences in ideas shape the interaction between powers and their relationship with the rest of the world. An awareness of how individuals and groups interacted with each other across contexts within the Cold War period would enable students to recognise that decisions then can have consequences on people and countries till today. In examining the reasons for the end of the Cold War, students will appreciate how the decisions and actions of individuals can lead to momentous changes both at the national and international levels. Students will also understand that while key players are responsible for driving changes they are also constrained by the context in which they operate, and their decisions and actions can result in unintended consequences.

Key Knowledge	Learning Outcomes	Key Concepts
- Cold War and the Bi-polar World Order - Reasons for the Cold War in Europe - Post-WWII rise of USA and USSR as superpowers: collapse and decline of old European powers - US-Soviet mistrust and rivalry: breakdown of wartime alliances, division of Europe after WWII, differences in ideology, American containment policy and Soviet responses, military alliances - Manifestation of the Cold War Outside Europe *Case study of Korean War, 1950–53 - Reasons for the conflict - Partition of Korea after World War II - Emergence of communist China - Role of external powers in the conflict: USA, USSR and China *Case study of Cuban Missile Crisis, 1962 - Reasons for the conflict - Cuba's strategic importance to USA - Tensions between USA and Cuba: Castro's policies and American responses - Role of external powers in the conflict: USA and USSR (Kennedy and Khrushchev)	*Students will be able to:* **Knowledge and Skills** - explain the immediate impact of World War II on Europe - examine the impact of the rivalry of USA and USSR in the aftermath of World War II on the world order - explain how the Cold War tensions are manifested in and outside of Europe - examine the reasons for the outbreak of the Korean War and the Cuban Missile Crisis - examine the role of superpowers and regional powers in localised conflicts, with special reference to the Korean War and Cuban Missile Crisis - examine the reasons for the end of the Cold War **Values and Attitudes** - understand how differing beliefs and ideas can lead to disagreements and conflicts - show sensitivity to people who have lived through trying times under extreme conditions	- Bi-polarity - Communism - Containment - Democracy - Ideology - Proxy war - Superpower rivalry - Glasnost - Perestroika

Key Knowledge	Learning Outcomes	Key Concepts

• End of the Cold War
   o Reasons for the end of the Cold War
      – US economic might
      – Weaknesses of the Soviet economy
      – Impact of glasnost and perestroika on USSR and Eastern Europe
	• 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 seek amicable solutions to ensure peaceful co-existence between people and nations	

3.2 AMPLIFICATION OF COMBINED HUMANITIES HISTORY ELECTIVE SYLLABUSES

The Making of Contemporary World Order, 1870s-1991

The revised O-Level and N(A)-Level History Elective syllabuses seek to examine the key forces and developments which have shaped international history in the 20th century. Unlike the History syllabuses, the Elective syllabuses focus on challenges to European hegemony and world peace.

Unit 1 starts with the narrative of Europe in crisis. It examines how, in the first half of the 20th century, the rise of authoritarianism challenged governments in Europe. It also examines how European rivalries and Japan's challenge to European dominance in Asia led to the eruption of two world wars and the collapse of European hegemony.

Unit 2 analyses the shift in the global balance of power from Europe to the USA and USSR at the end of WWII. This re-alignment led to the emergence of a bi-polar world dominated by ideological, geopolitical and economic competition between the two superpowers. The end of the Cold War in 1991 concludes the most recent phase of great power politics and competition.

Table 3.2a: Overview of Content for Combined Humanities History Elective Syllabuses

Unit 1 – The World in Crisis
Inquiry Question: What forces and developments changed Europe and the Asia-Pacific in the first half of the 20th century?
Impact of World War I
Rise of authoritarian regimes and its impact in the interwar years   ▪ *Case study of Communist Russia   ▪ *Case study of Nazi Germany
World War II in Europe and the Asia Pacific   ▪ Reasons for outbreak of WWII in Europe   ▪ Reasons for outbreak of WWII in the Asia Pacific   Reasons for the defeat of Germany   Reasons for the defeat of Japan
Unit 2 – Bi-Polarity and the Cold War
Inquiry Question: How did the Cold War impact the world order in the post-1945 years?
Cold War and the bi-polar world order   ▪ Reasons for the Cold War in Europe
Manifestation of Cold War outside Europe   ▪ *Case study of Korean War, 1950 - 53   ▪ *Case study of Cuban Missile Crisis, 1962
Reasons for the end of the Cold War

Source based Case Study will only be set on the case studies indicated by the symbol [*]. For Normal (Academic) Level at Secondary 4, the Combined Humanities History Elective Syllabus ends at the case study of Korean War. The case study of the Cuban Missile Crisis and the Reasons for the End of the Cold War will be taught only in Secondary 5.

Unit 1 – The World in Crisis
Inquiry Focus: What forces and developments changed Europe and the Asia-Pacific in the first half of the 20th century?

Overview

By the early 20th century, colonial powers competed with each other for colonies in other parts of the world. In Europe, colonial powers were being challenged by new forces and developments. These included intra-European rivalry on the European continent that gave rise to large scale conflicts as well the rise of new regimes. In the Asia-Pacific, Japan was challenging European dominance and looking to increase its own power through colonial expansion in Asia. In this unit, students study the key events and developments – World War I and II and the rise of Communist Russia, Nazi Germany and expansionist Japan – that threatened European dominance in the world. Specifically, students will evaluate the roles of individuals and groups in shaping the various forces and developments that challenged European dominance in world affairs and brought about a shift in the balance of power.

Making Connections

Studying the impact of the large scale conflicts and the rise of new regimes will allow students to appreciate the key forces and developments that challenged Europe's dominance in world affairs. Through a study of the devastating effects of the two World Wars and the unchecked ambitions of the authoritarian states, students will better appreciate the need for collective security to prevent future conflicts. Students will understand that attempts at world peace are often challenged by the interests and ambitions of individuals and nations. The study of Communist Russia, Nazi Germany and Japan will enable students to understand how totalitarian regimes can bring about both benefits for some, and great costs for others.

Key Knowledge	Learning Outcomes	Key Concepts
- Impact of World War I - Peace Settlement - Aims and the terms of the Treaty of Versailles and its immediate impact on Germany - Attempts at collective security by the League of Nations - Successes and failures of the League of Nations in the 1920s and 1930s - Rise of authoritarian regimes and their impact in the interwar years (up to 1939) *Case study of Communist Russia - Reasons for the rise of Stalin in Russia - Circumstances after Lenin's death - Stalin's manipulations - Impact of Stalin's rule on Russia - Political: Stalin's dictatorship, culture of fear, persecution and personality cult - Economic: modernisation of Soviet industry and agriculture - Social: controlled society, culture of fear, policies on minorities *Case study of Nazi Germany - Reasons for the rise of Hitler in Germany	*Students will be able to:* **Knowledge and Skills** - assess the impact of World War I on Europe - evaluate the rise of authoritarian regimes and their impact on the political, social and economic context of countries and the world order - examine the reasons for the outbreak of World War II in Europe and the Asia–Pacific - examine the reasons for the defeat of Germany and Japan in World War II - analyse the roles of key players in shaping particular forces and developments during this period **Values and Attitudes** - understand the cost of war and the impact of ideas taken to the extreme on human lives	- Appeasement - Balance of power - Collective security - Communism - Fascism - League of Nations - Nazism - Militarism - Authoritarianism

Key Knowledge	Learning Outcomes	Key Concepts

– Weaknesses of the Weimar government
    – Hitler's leadership
  o Impact of Hitler's rule on Germany
    – Political: consolidation of power, one-party rule
    – Economic: recovery and Nazi control of the economy, and militarisation
    – Social: controlled society, culture of fear, persecution of Jewish people and other minority groups
 	
• World War II in Europe and the Asia–Pacific
  o Reasons for the outbreak of WWII in Europe
    – Weaknesses of the League of Nations
    – Hitler's aggressive foreign policy
    – Policy of appeasement
 	
  o Reasons for the outbreak of WWII in the Asia–Pacific
    – Economic crisis in Japan
    – Japan's expansionist foreign policy
    – Weaknesses of League of Nations
    – Japan's worsening relations with the USA
 	
  o Reasons for the defeat of Germany
    – USA's entry into WWII
    – Over-extension of Hitler's army on many fronts
 	
  o Reasons for the defeat of Japan
    – Allied victory in Europe
    – Economic and military might of USA
    – Over-extension of Japanese empire
 	
Note: Teachers should note that detailed study of the military campaigns of WWII is not required.
	• empathise with people who have lived through trying times under extreme conditions
	• embrace the importance of cooperation and seek amicable solutions to ensure peaceful co-existence between people and nations
	• understand that decisions and actions by people in the past were made and taken in the context of that time	

Unit 1 – The World in Crisis
Inquiry Focus: What forces and developments changed Europe and the Asia-Pacific in the first half of the 20th century?

Overview By the early 20th century, colonial powers competed with each other for colonies in other parts of the world. In Europe, colonial powers were being challenged by new forces and developments. These included intra-European rivalry on the European continent that gave rise to large scale conflicts as well the rise of new regimes. In the Asia-Pacific, Japan was challenging European dominance and looking to increase its own power through colonial expansion in Asia. In this unit, students study the key events and developments – World War I and II and the rise of Communist Russia, Nazi Germany and expansionist Japan – that threatened European dominance in the world. Specifically, students will evaluate the roles of individuals and groups in shaping the various forces and developments that challenged European dominance in world affairs and brought about a shift in the balance of power.	**Making Connections** Studying the impact of the large scale conflicts and the rise of new regimes will allow students to appreciate the key forces and developments that challenged Europe's dominance in world affairs. Through a study of the devastating effects of the two World Wars and the unchecked ambitions of the authoritarian states, students will better appreciate the need for collective security to prevent future conflicts. Students will understand that attempts at world peace are often challenged by the interests and ambitions of individuals and nations. The study of Communist Russia, Nazi Germany and Japan will enable students to understand how totalitarian regimes can bring about both benefits for some, and great costs for others.

Key Knowledge	Learning Outcomes	Key Concepts

• Impact of World War I
  o Peace Settlement - Aims and the terms of the Treaty of Versailles and its immediate impact on Germany
  o Attempts at collective security by the League of Nations - Successes and failures of the League of Nations in the 1920s and 1930s
 	
• Rise of authoritarian regimes and their impact in the interwar years (up to 1939)
 	
  *Case study of Communist Russia
  o Reasons for the rise of Stalin in Russia
    – Circumstances after Lenin's death
    – Stalin's manipulations
  o Impact of Stalin's rule on Russia
    – Political: Stalin's dictatorship, culture of fear, persecution and personality cult
    – Economic: modernisation of Soviet industry and agriculture
    – Social: controlled society, culture of fear, policies on minorities
 	
  *Case study of Nazi Germany
  o Reasons for the rise of Hitler in Germany
	Students will be able to:
	
	Knowledge and Skills
	• explain how World War I impacted Europe
	• explain the rise of authoritarian regimes and their impact on the political, social and economic context of countries and the world order
	• examine the reasons for the outbreak of World War II in Europe and the Asia–Pacific
	• examine the reasons for the defeat of Germany and Japan in World War II
	• examine the roles of key players in shaping particular forces and developments during this period
	
	Values and Attitudes
	• understand the cost of war and the impact of ideas taken to the extreme on human lives
		• Appeasement
		• Balance of power
		• Collective security
		• Communism
		• Fascism
		• League of Nations
		• Nazism
		• Militarism
		• Authoritarianism

Key Knowledge	Learning Outcomes	Key Concepts

– Weaknesses of the Weimar government
    – Hitler's leadership
  o Impact of Hitler's rule on Germany
    – Political: consolidation of power, one-party rule
    – Economic: recovery and Nazi control of the economy, and militarisation
    – Social: controlled society, culture of fear, persecution of Jewish people and other minority groups
 	
• World War II in Europe and the Asia–Pacific
  o Reasons for the outbreak of WWII in Europe
    – Weaknesses of the League of Nations
    – Hitler's aggressive foreign policy
    – Policy of appeasement
 	
  o Reasons for the outbreak of WWII in the Asia–Pacific
    – Economic crisis in Japan
    – Japan's expansionist foreign policy
    – Weaknesses of League of Nations
    – Japan's worsening relations with the USA
 	
  o Reasons for the defeat of Germany
    – USA's entry into WWII
    – Over-extension of Hitler's army on many fronts
 	
  o Reasons for the defeat of Japan
    – Allied victory in Europe
    – Economic and military might of USA
    – Over-extension of Japanese empire
 	
• *Note: Teachers should note that detailed study of the military campaigns of WWII is not required.*
	• empathise with people who have lived through trying times under extreme conditions
	• embrace the importance of cooperation and seek amicable solutions to ensure peaceful co-existence between people and nations
	• understand that decisions and actions by people in past were made and taken in the context of that time	

Unit 2 – Bi-Polarity and the Cold War
Inquiry Focus: How did the Cold War impact the world order in the post-1945 years?

Overview	**Making Connections**
At the end of World War II, a war-torn and weakened Europe created a power vacuum that gave rise to a world order that was characterised by the emergence of two superpowers, the United States of America and the Soviet Union. This unit focuses on the military, economic and political confrontation between the United States of America and the Soviet Union. It looks specifically at the causes and consequences of this rivalry that resulted in the Cold War and the creation of a bi-polar world. Students learn how the rivalry between the two superpowers has shaped relations within and outside of Europe since 1945. Students will look at the reasons for the sudden end of the Cold War in 1991.	In studying the Cold War years, students will be able to understand how superpower rivalry has shaped international relations. Students will appreciate how differences in ideas shape the interaction between powers and their relationship with the rest of the world. An awareness of how individuals and groups interacted with each other across contexts within the Cold War period would enable students to recognise that decisions then can have consequences on people and countries till today. In examining the reasons for the end of the Cold/4 War, students will appreciate how the decisions and actions of individuals can lead to momentous changes both at the national and international levels. Students will also understand that while key players are responsible for driving changes they are also constrained by the context in which they operate, and their decisions and actions can result in unintended consequences.

Key Knowledge	**Learning Outcomes**	**Key Concepts**
- Cold War and the Bi-polar World Order - Reasons for the Cold War in Europe - Post-WWII rise of USA and USSR as superpowers: collapse and decline of old European powers - US-Soviet mistrust and rivalry: breakdown of wartime alliances, division of Europe after WWII, differences in ideology, American containment policy and Soviet responses, military alliances - Manifestation of the Cold War Outside Europe *Case study of Korean War, 1950–53 - Reasons for the conflict - Partition of Korea after World War II - Emergence of communist China - Role of external powers in the conflict: USA, USSR and China	*Students will be able to:* **Knowledge and Skills** - explain the immediate impact of World War II on Europe - examine the impact of the rivalry of USA and USSR in the aftermath of World War II on the world order - explain how the Cold War tensions are manifested in and outside of Europe - examine the reasons for the outbreak of the Korean War - examine the role of superpowers and regional powers in localised conflicts, with special reference to the Korean War **Values and Attitudes** - understand how differing beliefs and ideas can lead to disagreements and conflicts - show sensitivity to people who have lived through trying times under extreme conditions - understand that decisions and actions by people in the past were made and taken in the context of that time	- Bi-polarity - Communism - Containment - Democracy - Ideology - Proxy war - Superpower rivalry

Key Knowledge	Learning Outcomes	Key Concepts
	• embrace the importance of cooperation and seek amicable solutions to ensure peaceful co-existence between people and nations	

Unit 2 – Bi Polarity and the Cold War
Inquiry Focus: How did the Cold War impact the world order in the post-1945 years?

Overview	**Making Connections**
At the end of World War II, a war-torn and weakened Europe created a power vacuum that gave rise to a world order that was characterised by the emergence of two superpowers, the United States of America and the Soviet Union. This unit focuses on the military, economic and political confrontation between the United States of America and the Soviet Union. It looks specifically at the causes and consequences of this rivalry that resulted in the Cold War and the creation of a bi-polar world. Students learn how the rivalry between the two superpowers has shaped relations within and outside of Europe since 1945. Students will look at the reasons for the sudden end of the Cold War in 1991.	In studying the Cold War years, students will be able to understand how superpower rivalry has shaped international relations. Students will appreciate how differences in ideas shape the interaction between powers and their relationship with the rest of the world. An awareness of how individuals and groups interacted with each other across contexts within the Cold War period would enable students to recognise that decisions then can have consequences on people and countries till today. In examining the reasons for the end of the Cold War, students will appreciate how the decisions and actions of individuals can lead to momentous changes both at the national and international levels. Students will also understand that while key players are responsible for driving changes they are also constrained by the context in which they operate, and their decisions and actions can result in unintended consequences.

Key Knowledge	**Learning Outcomes**	**Key Concepts**
- Cold War and the Bi-polar World Order - Reasons for the Cold War in Europe - Post-WWII rise of USA and USSR as superpowers: collapse and decline of old European powers - US-Soviet mistrust and rivalry: breakdown of wartime alliances, division of Europe after WWII, differences in ideology, American containment policy and Soviet responses, military alliances - Manifestation of the Cold War Outside Europe *Case study of Korean War, 1950–53 - Reasons for the conflict - Partition of Korea after World War II - Emergence of communist China - Role of external powers in the conflict: USA, USSR and China *Case study of Cuban Missile Crisis, 1962 - Reasons for the conflict - Cuba's strategic importance to USA - Tensions between USA and Cuba: Castro's policies and American responses - Role of external powers in the conflict: USA and USSR (Kennedy and Khrushchev)	*Students will be able to:* **Knowledge and Skills** - assess the immediate impact of World War II on Europe - analyse the impact of the rivalry of USA and USSR in the aftermath of World War II on the world order - explain how the Cold War tensions are manifested in and outside of Europe - examine the reasons for the outbreak of the Korean War and the Cuban Missile Crisis - evaluate the role of superpowers and regional powers in localised conflicts, with special reference to the Korean War and Cuban Missile Crisis - examine the reasons for the end of the Cold War **Values and Attitudes** - understand how differing beliefs and ideas can lead to disagreements and conflicts - show sensitivity to people who have lived through trying times under extreme conditions	- Bi-polarity - Communism - Containment - Democracy - Ideology - Proxy war - Superpower rivalry - Glasnost - Perestroika

Key Knowledge	Learning Outcomes	Key Concepts

• End of the Cold War
  ○ Reasons for the end of the Cold War
    – US economic might
    – Weaknesses of the Soviet economy
    – Impact of glasnost and perestroika on the USSR and Eastern Europe
	• 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 seek amicable solutions to ensure peaceful co-existence between people and nations	

4. DEVELOPING HISTORICAL UNDERSTANDING THROUGH ASSESSMENT

4.1 HISTORY ASSESSMENT

Purpose

The purpose of assessment must be understood beyond the context of high-stakes national examinations. While **Assessment of Learning (summative assessment)** does play an important role in quantifying and qualifying the students' and teachers' efforts at understanding and applying knowledge areas, it is not an end in itself. **Assessment for Learning (formative assessment) is just as important** because it informs teachers on how they could improve on classroom practices in order to better cater to their students' learning needs and in turn, strengthen the learning and teaching of History.

Modes

The source-based case study and structured-essay questions are considered appropriate modes of assessment because they enable students to exercise qualities of a History learner. Source-based case study forms the essence of historical investigation as students interact directly with historical sources, both secondary and primary, and develop skills of evaluating the validity of sources based on a given context. Through the structured-essay questions, a History student inquires, analyses and evaluates the evidence of the past before reconstructing the past in a methodical way.

4.2 ASSESSMENT OBJECTIVES (AO)

Objective 1: Deploy Knowledge

Candidates should be able to:

- recall, select, organise and use historical knowledge in context.

Objective 2: Construct Explanation and Communicate Historical Knowledge

Candidates should be able to demonstrate:

- their understanding of the past through explanation and analysis of :
  - key concepts: causation, consequence, continuity, change and significance within a historical context;
  - key features and characteristics of the periods studied and the relationship between them; and
- their ability to evaluate causation and historical significance to arrive at a reasoned conclusion

Objective 3: Interpreting and Evaluating Source Materials

Using source materials, candidates should be able to understand, analyse 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:
  - o comprehending and extracting relevant information;

- o drawing inferences from given information; and
- o comparing and contrasting different views.
- o distinguishing between fact, opinion and judgement;
- o recognising values and detecting bias;
- o establishing utility of given information; and
- o drawing conclusions based on a reasoned consideration of evidence and arguments.

4.3 SCHEME OF ASSESSMENT FOR O-LEVEL AND N(A)-LEVEL HISTORY SYLLABUSES

The examination consists of **two** papers – Paper 1 and Paper 2, taken at separate sittings. The duration of each Paper is **1 hour 40 minutes**. The assessment objectives are tested in two different sections, comprising a source-based case study and structured-essay questions for each paper.

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

Section A: Source-based Case Study (SBCS)

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.

For the **O-Level papers**, a maximum of six sources may be set for the source-based case study. No individual source will exceed 150 words. For the **N(A)-Level papers**, 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 situation might be set, showing different views as time progresses or in communicating to different audiences or one or more accounts on the same topic or issue might be set. Sources may be simplified where necessary. Obscure terms (other than those which should be known to those who have studied the syllabus) will be annotated.

Each source-based case study will have 5 questions. 4 questions will test Objectives 1 and 3, and require candidates to interpret and evaluate source materials. The fifth question will require candidates to use the evidence in the sources and their own knowledge to demonstrate the skills of analysis, explanation and judgement for an issue related to the topic assessed in the source-based case study.

The source-based case study is worth a total of 30 marks. The weighting for each question will be indicated in brackets. A 'Levels of Response Mark Scheme' (LORMS) will be used to assess the candidates' answers.

Section B: Structured-Essay Questions (SEQ)
Candidates are required to answer 1 out of 2 questions set. The questions will test Objectives 1 and 2 and will consist of 2 sub-parts which will test different skills.

For the **O-Level papers**, part (a) will require candidates to construct an explanation of events and/or issues while part (b) will require candidates to evaluate and make judgement on events and/or issues. For the **N(A)-Level papers**, part (a) will require candidates to describe events and/or issues while part (b) will require candidates to evaluate and make judgement on events and/or issues.

Each question is worth a total of 20 marks with part (a) worth 8 marks and part (b) worth 12 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 <u>except</u> for the issue assessed in the source-based case study in Section A in the same year of examination.

For the **O-Level papers**, questions set on units 1 and 4 will require candidates to support their answers with examples from one case study: a comparison of case studies will not be required. For the **N(A)-Level papers**, questions set on units 1 will require candidates to support their answers with examples from one case study: a comparison of case studies will not be required.

In addition, questions set on case studies of Vietnam and Indonesia will be in the form of an 'either…or' option.

4.4 SCHEME OF ASSESSMENT FOR COMBINED HUMANITIES HISTORY ELECTIVE SYLLABUSES

The examination consists of **one** paper and the duration of the paper is **1 hour 40 minutes**. The assessment objectives are tested in two different sections, comprising a source-based case study and structured-essay questions.

ASSESSMENT SPECIFICATION GRID

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

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

Section A: Source-based Case Study (SBCS)

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.

For the **O-Level Elective paper**, a maximum of six sources may be set for the source-based case study. No individual source will exceed 150 words. For the **N(A)-Level Elective paper**, 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 situation might be set, showing different views as time progresses or in communicating to different audiences or one or more accounts on the same topic or issue might be set. Sources may be simplified where necessary. Obscure terms (other than those which should be known to those who have studied the syllabus) will be annotated)

Each source-based case study will have 5 questions. 4 questions will test Objectives 1 and 3, and require candidates to interpret and evaluate source materials. The fifth question will require candidates to use the evidence in the sources and their own knowledge to demonstrate the skills of analysis, explanation and judgement for an issue related to the topic assessed in the source-based case study.

The source-based case study is worth a total of 30 marks. The weighting for each question will be indicated in brackets. A 'Levels of Response Mark Scheme' (LORMS) will be used to assess the candidates' answers.

Section B: Structured-Essay Questions (SEQ)
Candidates are required to answer 1 out of 2 questions set. The questions will test Objectives 1 and 2 and will consist of 2 sub-parts which will test different skills.

For the **O-Level papers**, part (a) will require candidates to construct an explanation of events and/or issues while part (b) will require candidates to evaluate and make judgement on events and/or issues. For the **N(A)-Level papers**, part (a) will require candidates to describe events and/or issues while part (b) will require candidates to evaluate and make judgement on events and/or issues.

Each question is worth a total of 20 marks with part (a) worth 8 marks and part (b) worth 12 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.