

HISTORY

HUMANITIES (HISTORY)

TEACHING AND LEARNING SYLLABUSES

UPPER SECONDARY
EXPRESS COURSE
NORMAL (ACADEMIC) COURSE

Implementation starting with
2023 Secondary Three Cohort



Ministry of Education
SINGAPORE

© 2024 Curriculum Planning and Development Division.

This publication is not for sale. Permission is granted to reproduce this publication in its entirety for personal or non-commercial educational use only. All other rights reserved.

Version: 31 May 2024

CONTENTS

	Page
1. INTRODUCTION	3
1.1 Value of History in the 21 st Century	4
1.2 Desired Outcomes of Education	4
1.3 21 st Century Competencies (21CC)	6
1.4 National Education (NE)	7
1.5 Aims	8
1.6 Qualities of a History Learner	10
1.7 Historical Concepts	11
2. CONTENT	13
2.1 Overview of the Upper Secondary History Syllabuses	14
2.2 Overview of the Upper Secondary Humanities (History) / Elective History Syllabuses	19
3. PEDAGOGY	24
3.1 Learning through Inquiry-Based Learning in the History Classroom	25
3.2 Teaching for Conceptual Understanding in Upper Secondary History	32
3.3 Supporting Teaching and Learning in the Upper Secondary History Classroom	33
4. ASSESSMENT	36
4.1 Purpose of Assessment	37
4.2 Assessment Components of Upper Secondary History Syllabuses	39
5. SYLLABUS DETAILS ASSESSMENT FORMAT	42
5.1 2174 History Ordinary Level	43
5.2 2195 History Normal (Academic) Level	58
5.3 2261 Humanities (History) Ordinary Level	71
5.4 2126 Humanities (History) Normal (Academic) Level	81
6. READINGS AND RESOURCES	89
6.1 Readings on Southeast Asian History and Modern World History	90
6.2 Pedagogy	144
6.3 Assessment	149

SECTION 1: INTRODUCTION

**Value of History in the 21st Century
Desired Outcomes of Education
21st Century Competencies
National Education
Aims
Qualities of a History Learner
Historical Concepts**

1. INTRODUCTION

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

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

1.1 Value of History in the 21st Century

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

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

1.2 Desired Outcomes of Education

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

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

They should also be:

- **confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgment, think independently and critically, and communicate effectively;
- **self-directed learners** who take responsibility for their own learning, are curious, reflective, and persevering in the lifelong pursuit of learning, driven by their passion and purpose;
- **active contributors** who are able empathetic and open-minded to collaborate effectively in teams, exercise initiative, have courage to take risks responsibly, are innovative, and strive for excellence; and
- **concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation and take active roles in improving the lives of others.

The Upper Secondary History syllabuses seek to help students attain the Desired Outcomes of Education by deepening their understanding of local, regional and global developments, and engaging them in an examination of historical issues through inquiry-based learning experiences (see **Table 1.1**).

Table 1.1: Cultivation of the Desired Outcomes of Education through the Upper Secondary History Syllabuses

Aspects of History and Inquiry-based Learning Experiences	Desired Outcomes of Education
<p>Students are encouraged to ask historical questions and deepen their understanding of how historical knowledge is constructed. Inquiry-based learning engages students in:</p> <ul style="list-style-type: none"> • identifying and analysing sources as evidence; • constructing historical arguments based on an understanding of historical concepts; and • communicating historical interpretations clearly and coherently. <p>Together with an understanding of local, regional and global issues and developments, students are equipped with the knowledge, conceptual lenses and disciplinary tools to be discerning about the information they encounter and make sense of the world.</p>	<p>Self-directed learners</p>
<p>Inquiry-based learning is often collaborative. Students work in teams to support each other in learning and identify and analyse different perspectives to arrive at an evidence-based understanding of historical issues and developments.</p>	<p>Active contributors</p>
<p>As students evaluate sources and construct and reflect on historical interpretations, they engage multiple perspectives and build the capacity to synthesise different viewpoints and communicate their views effectively. This develops students into independent and discerning thinkers.</p> <p>The process of inquiry develops 21CC core values, in particular respect, resilience, integrity and harmony. An understanding of the historical circumstances and considerations that shaped the actions and decisions of historical actors also provides students with opportunities to make informed judgements about contemporary issues using their understanding of history, while recognising the limitations of drawing direct “lessons” from the past. These experiences deepen students’ sense of right and wrong.</p>	<p>Confident persons</p>
<p>Acquiring knowledge of the interconnections between local, regional and global developments allows students to understand the impact of external forces on domestic developments, and how individuals can contribute to the community, nation and world. Such an appreciation encourages students to take active roles in improving the lives of others.</p>	<p>Concerned citizens</p>

1.3 21st Century Competencies (21CC)

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

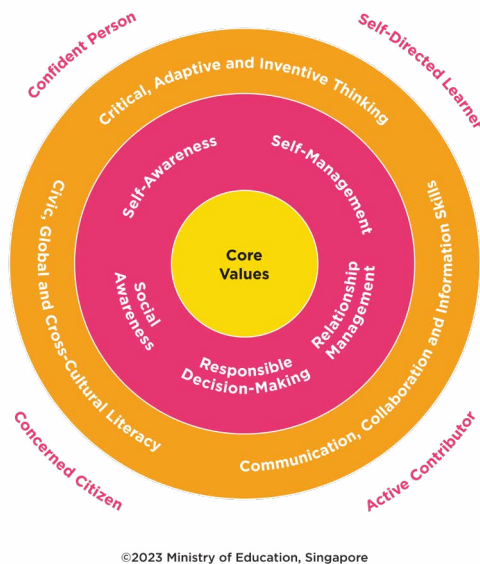


Figure 1.1: MOE 21CC Framework

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

Core Values

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

Social and Emotional Competencies

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

self-awareness and **self-management** as they manage their own emotions while building on and challenging each other's views.

Competencies for a Globalised World

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

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

1.4 National Education (NE)

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

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

Through the content, students are equipped with the knowledge of how different groups of people

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

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

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

See **Section 2.3** for more details on the opportunities afforded for NE through the syllabuses.

1.5 Aims

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

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

1.5.1 Learning Outcomes

Knowledge and Understanding

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

- history as a construct – history is constructed from evidence and there are different interpretations of historical events;
- the key characteristics of the periods studied – this includes the social, economic, cultural and political contexts of the societies studied and the experiences of the peoples who lived in these societies at that point in time;
- the interconnections between individuals, societies, events and developments studied and those in the present day;
- key individuals, groups, forces, events and ideas that shaped the development of the political,

- social and cultural contexts of our world today; and
- the process of change by showing change and/or development within and across the periods studied.

Skills

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

- establishing historical patterns and relevance to the present;
- comparing different aspects of the periods, events and issues studied to establish change and continuity;
- analysing and evaluating the causation (cause and effect) of historical events and situations whilst avoiding abstract generalisations;
- assessing and establishing the significance of individuals, ideas, events, forces and developments for societies;
- identifying points of view in history through distinguishing bias, fact and opinion in history writing;
- analysing, evaluating and synthesising historical information from a variety of media to make informed conclusions; and
- organising and communicating historical knowledge and understanding in a coherent way.

Values and Attitudes

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

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

1.6 Qualities of a History Learner

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

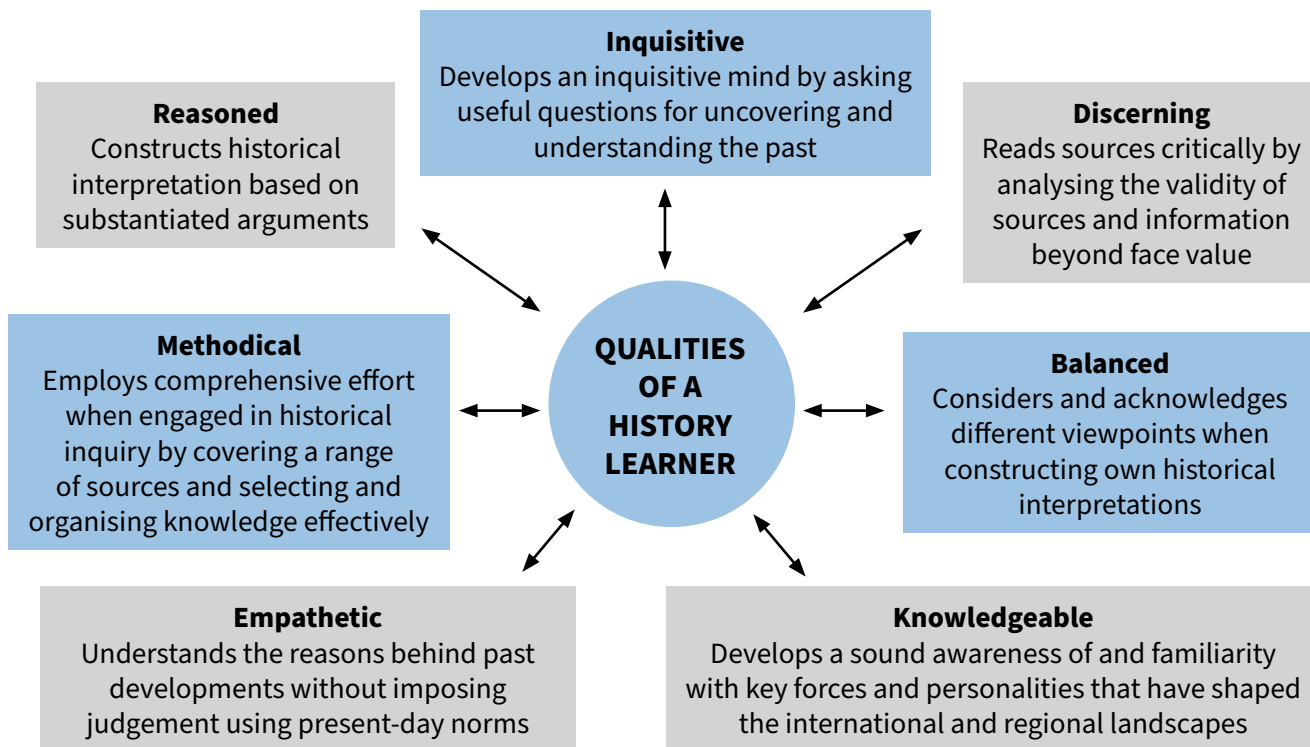


Figure 1.2: Qualities of a History Learner

1.7 Historical Concepts

For students to understand how historians work and how historical knowledge is constructed, it is essential that they understand historical concepts. These historical concepts are chronology, evidence, accounts, causation, change and continuity, significance, empathy and diversity (**Table 1.2**). A sound grasp of these concepts not only helps to broaden students' historical knowledge but also deepens their understanding of the discipline. The syllabuses develop in students historical thinking skills to examine the interconnections between the historical developments in the Asia-Pacific and the Atlantic world, and how these developments have shaped the world system.

Table 1.2: Historical Concepts

Chronology

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

Evidence

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

Accounts

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

Cause and Effect (Causation)

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

Change and Continuity

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

Significance

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

Historical Empathy

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

Diversity

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

SECTION 2: CONTENT

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

2. CONTENT

2.1 Overview of the Upper Secondary History Syllabuses

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

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

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

Table 2.1 shows the content differentiation across the two history syllabuses. **Tables 2.2 and 2.3** give an overview of topics in the O- and N(A)-Level History syllabuses respectively.

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

Table 2.1: Content Differentiation across O- and N(A)-Level History Syllabuses

Topic	History		Remarks
	O G3*	N(A) G2*	
Unit 1: Extension of European Control in Southeast Asia and Challenges to European Dominance, 1870s–1942			
Extension of European Control in Southeast Asia, 1870s–1920s			
<ul style="list-style-type: none"> British Malaya, 1870s–1920s 	√	√	<ul style="list-style-type: none"> N(A) History will offer only British Malaya, 1870s–1920s. Dutch Indonesia, 1870s–1920s, OR French Vietnam, 1870s–1920s, will be offered in Secondary 5.
<ul style="list-style-type: none"> Dutch Indonesia, 1870s–1920s OR French Vietnam, 1870s–1920s 	√		
After World War I (WWI)			
<ul style="list-style-type: none"> Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s 	√	√	
Rise of Authoritarian Regimes			
<ul style="list-style-type: none"> Case study of Nazi Germany 	√	√	
<ul style="list-style-type: none"> Case study of Militarist Japan, 1920s–1930s 	√	√	
War in Europe and the Asia-Pacific			
<ul style="list-style-type: none"> Key developments leading to the outbreak of World War II in Europe 	√	√	
<ul style="list-style-type: none"> Key developments leading to the outbreak of World War II in the Asia-Pacific 	√	√	

Topic	History		Remarks
	O G3*	N(A) G2*	
Unit 2: Developments in the Post-World War II World: Decolonisation and the Cold War, 1940s–1991			
War in Europe and the Asia-Pacific			
• Reasons for end of World War II	√	√	
The Cold War			
• Origins and development of the Cold War in Europe	√	√	
• Extension of Cold War outside Europe: Case Study of Korean War, 1950–1953	√	√	
• Extension of Cold War outside Europe: Case Study of Vietnam War, 1954–1975	√	√	
Decolonisation and Establishment of Newly-Independent Nations in Southeast Asia			
• British Malaya, 1945–1957	√	√	<ul style="list-style-type: none"> • N(A) History will offer only British Malaya, 1945–1957. • Dutch Indonesia, 1945–1949, OR French Vietnam, 1945–1954, will be offered in Secondary 5.
<ul style="list-style-type: none"> • Dutch Indonesia, 1945–1949 OR <ul style="list-style-type: none"> • French Vietnam, 1945–1954 	√		
End of Cold War, 1980s – 1991			
• Decline of USSR and the end of the Cold War	√	√	

* Syllabuses will be relabelled for G2 and G3 levels when Full Subject-Based Banding (Full SBB) is fully implemented by 2024.

Table 2.2: Overview of Topics in the O-Level (2174) History Syllabus

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

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

Table 2.3: Overview of Topics in the N(A)-Level (2195) History Syllabus

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

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

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

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

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

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

Table 2.4 shows the content differentiation across the two history syllabuses. **Tables 2.5 and 2.6** give an overview of topics in the O- and N(A)-Level Humanities (History) / Elective History syllabuses respectively.

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

Table 2.4: Content Differentiation across O- and N(A)-Level Humanities (History) / Elective History Syllabuses

Topic	History		Remarks
	O G3*	N(A) G2*	
Unit 1: Challenges to European Dominance after World War I, 1910s–1942			
After World War I (WWI)			
<ul style="list-style-type: none"> Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s 	√	√	
Rise of Authoritarian Regimes			
<ul style="list-style-type: none"> Case study of Nazi Germany 	√	√	<ul style="list-style-type: none"> N(A) Humanities (History) / Elective History will offer only the case study of Nazi Germany. The case study of Militarist Japan, 1920s–1930s, will be offered in Secondary 5.
<ul style="list-style-type: none"> Case study of Militarist Japan, 1920s–1930s 	√		
War in Europe and the Asia-Pacific			
<ul style="list-style-type: none"> Key developments leading to the outbreak of World War II in Europe 	√	√	
<ul style="list-style-type: none"> Key developments leading to the outbreak of World War II in the Asia-Pacific 	√	√	

Topic	History		Remarks
	O G3*	N(A) G2*	
Unit 2: Developments in the Post-World War II World: The Cold War, 1940s–1991			
War in Europe and the Asia-Pacific			
• Reasons for end of World War II	√	√	
The Cold War			
• Origins and development of the Cold War in Europe	√	√	
• Extension of Cold War outside Europe: Case Study of Korean War, 1950–1953	√		<ul style="list-style-type: none"> • N(A) Humanities (History) / Elective History will offer only the case study of the Vietnam War. • The case study of the Korean War will be offered in Secondary 5.
• Extension of Cold War outside Europe: Case Study of Vietnam War, 1954–1975	√	√	
End of Cold War, 1980s–1991			
• Decline of USSR and the end of the Cold War	√	√	

* Syllabuses will be relabelled for G2 and G3 levels when Full Subject-Based Banding (Full SBB) is fully implemented by 2024.

Table 2.5: Overview of Topics in the O-Level Humanities (History) / Elective History (2261) Syllabus

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

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

Table 2.6: Overview of Topics in the N(A)-Level Humanities (History) / Elective History (2126) Syllabus

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

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

SECTION 3: PEDAGOGY

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

3. PEDAGOGY

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

- Students learn best when engaged in learning experiences rather than passively receiving information
- Learning is inherently a social process because it is embedded within a social context as students and teachers work together to build knowledge.
- As knowledge cannot be directly imparted to students, the goal of teaching is to provide experiences that facilitate the construction of knowledge.

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

3.1 Learning through Inquiry-Based Learning in the History Classroom

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

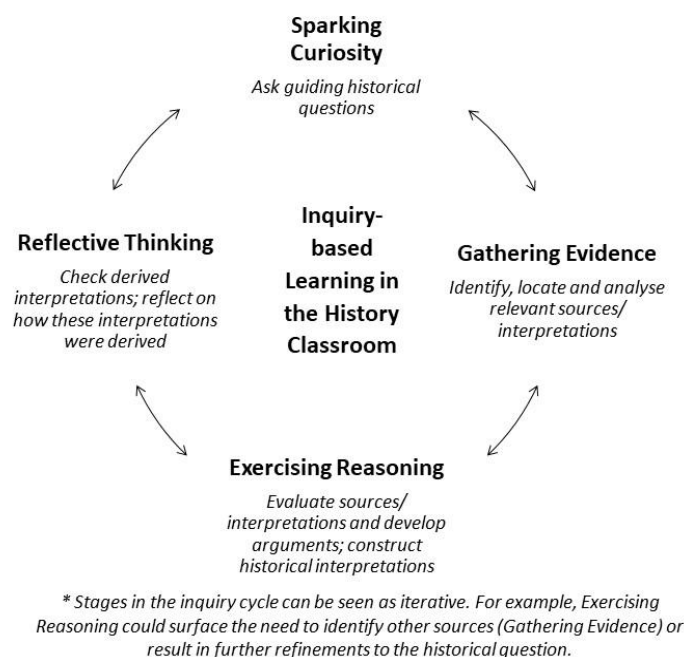


Figure 3.1: The Historical Inquiry Process

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

Table 3.1: Inquiry Phases

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

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

Inquiry-based Learning in the Singapore Teaching Practice

To facilitate students' learning, teachers can take reference from the **Singapore Teaching Practice (STP)**. The STP (see **Figure 3.2**) makes explicit how effective teaching and learning are achieved in Singapore schools. The STP consists of the following three components:

- Singapore Curriculum Philosophy;
- Pedagogical Practices; and
- Knowledge Bases.

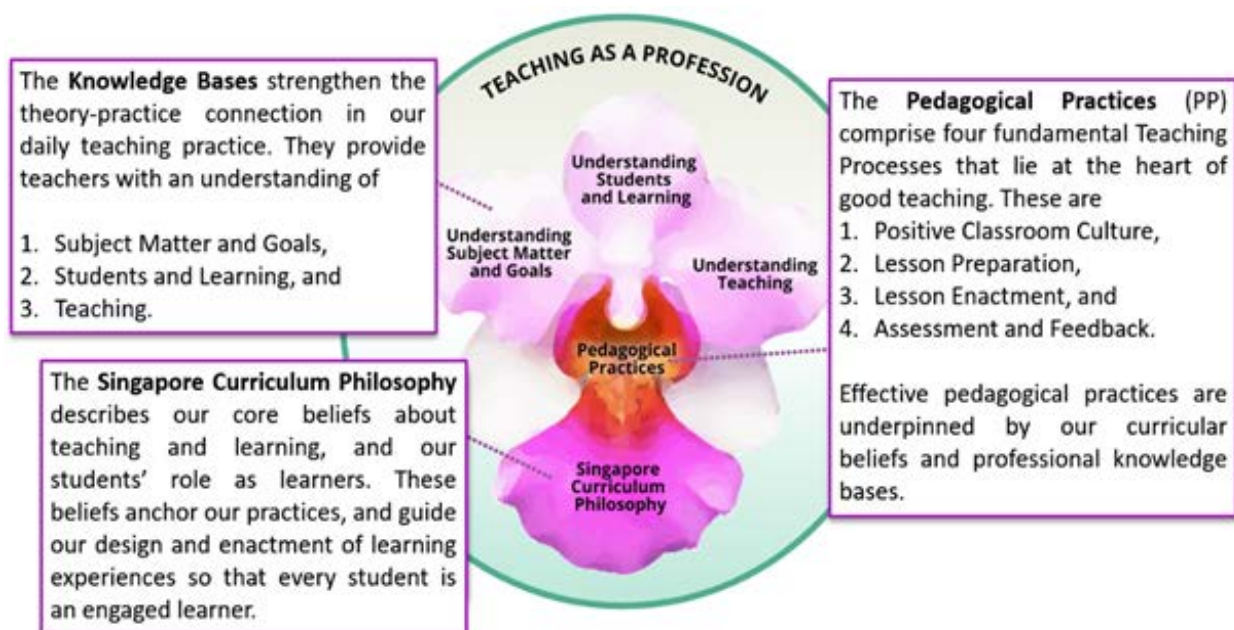


Figure 3.2: Singapore Teaching Practice

The Singapore Curriculum Philosophy (SCP) presents the teaching fraternity’s core beliefs about teaching and learning, which place every student at the heart of our educational decisions. These beliefs are aligned with historical inquiry, reinforcing its choice as the recommended Upper Secondary History learning experience (see **Table 3.2**).

Table 3.2: Alignment Between the SCP and the Historical Inquiry Learning Experience

Core Beliefs in the SCP	Historical Inquiry Learning Experience
<p>We believe in holistic education, centred on values, social and emotional well-being, and character development.</p>	<p>Historical inquiry contributes to the development of the 21CC. When evaluating the roles of historical actors in world events, students will have the opportunity to apply core values of respect, responsibility, resilience, care and harmony. When students examine historical events through historical lenses, they develop critical thinking skills and historical empathy that help students to be sensitive to the different values and beliefs that shaped the decisions of historical actors operating in different political, social and economic contexts. More information on how the History curriculum contributes to 21CC is found in Section 1.</p>
<p>We believe that every child wants to and can learn. We focus on children’s learning needs when designing learning experiences.</p>	<p>Historical inquiry encourages teachers to engage students in posing historical questions, gathering evidence to address them and exercising reasoning to make sense of the evidence. This constructivist approach to teaching and learning recognises the important role of students’ knowledge in the knowledge-building process in the Upper Secondary History classroom. Formative assessment is emphasised to ensure that instructional decisions are based on timely and valid insights into students’ learning needs.</p>
<p>We believe that learning flourishes in caring and safe learning environments.</p>	<p>The historical inquiry process helps students become more comfortable with ambiguity and uncertainty in their learning experiences. During inquiry, teachers create a safe environment for students to express their historical interpretations confidently while engaging them in listening actively and remaining open to other interpretations. Dispositions and values such as respect, open-mindedness and integrity are emphasised to shape these learning interactions.</p>

Core Beliefs in the SCP	Historical Inquiry Learning Experience
<p>We believe that learning flourishes when children construct knowledge actively.</p>	<p>In the Upper Secondary History classroom, learning is a shared responsibility between the teacher and students. Teachers need to strike a balance between providing enough support for students' learning and construction of knowledge while not imposing an authoritative interpretation. The focus on historical inquiry develops students' capacity to construct knowledge using disciplinary tools and processes.</p> <p>Using technology also facilitates greater personalisation and differentiation of learning and enriches the historical inquiry learning experience in authentic ways. These will greatly facilitate the development of students' critical thinking skills and dispositions to construct and co-construct knowledge when they connect new ideas with what they already know.</p>

Pedagogical Practices of the STP

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

- The Pedagogical Practices (see **Figure 3.3**) describe four fundamental **Teaching Processes (TP)** and the twenty-four **Teaching Areas (TA)**. Teachers may consider the use of these TAs before, during and after their interaction with students through historical inquiry.

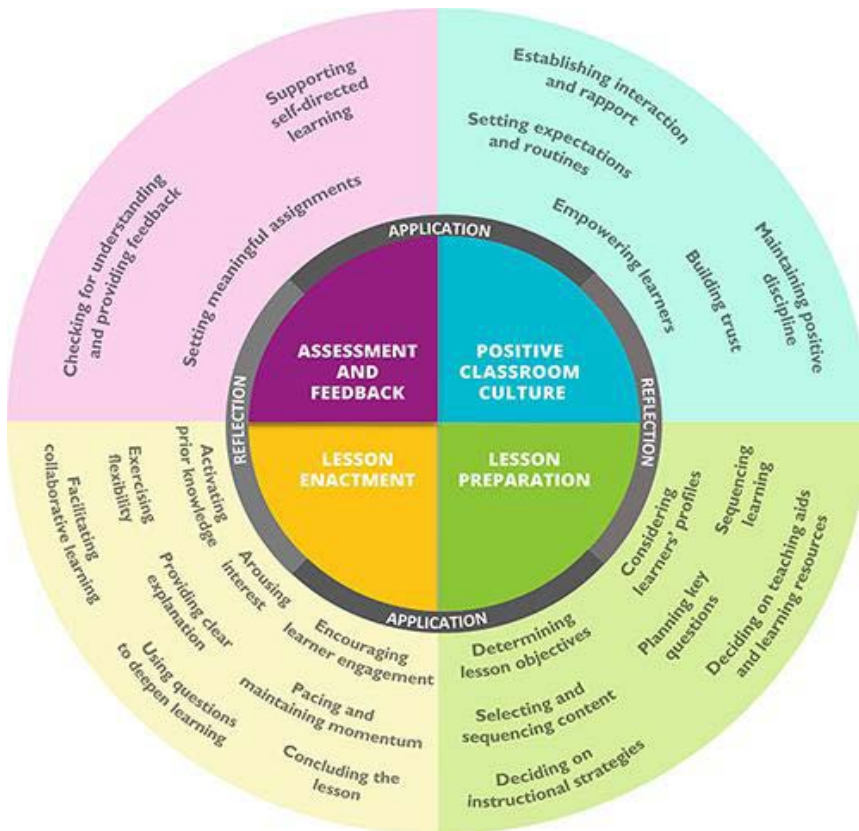


Figure 3.3: Pedagogical Practices of the Singapore Teaching Practice

Applying the Inquiry-based Learning Cycle to the Study of Each Topic

Teachers can approach inquiry-based learning by:

- unpacking the main and subordinate inquiry questions for each topic;
- applying the inquiry-based learning cycle as the main learning experience;
- designing small tasks that lead to the larger learning objectives of the unit;
- selecting materials that support the inquiry-based learning experience; and
- scaffolding levels of inquiry-based learning according to student readiness.

As syllabus topics are connected by a larger metanarrative, unpacking the inquiry into smaller discrete inquiries will make inquiry-based learning more manageable for students. Teachers can consider scoping the size of each inquiry according to the readiness of students and their familiarity with the topic. A series of lessons can be designed to model the four stages of the inquiry-based learning cycle. This will structure students' inquiry into the historical issue or development. **Figure 3.4** illustrates the use of the inquiry-based learning cycle to teach the topic of appeasement.

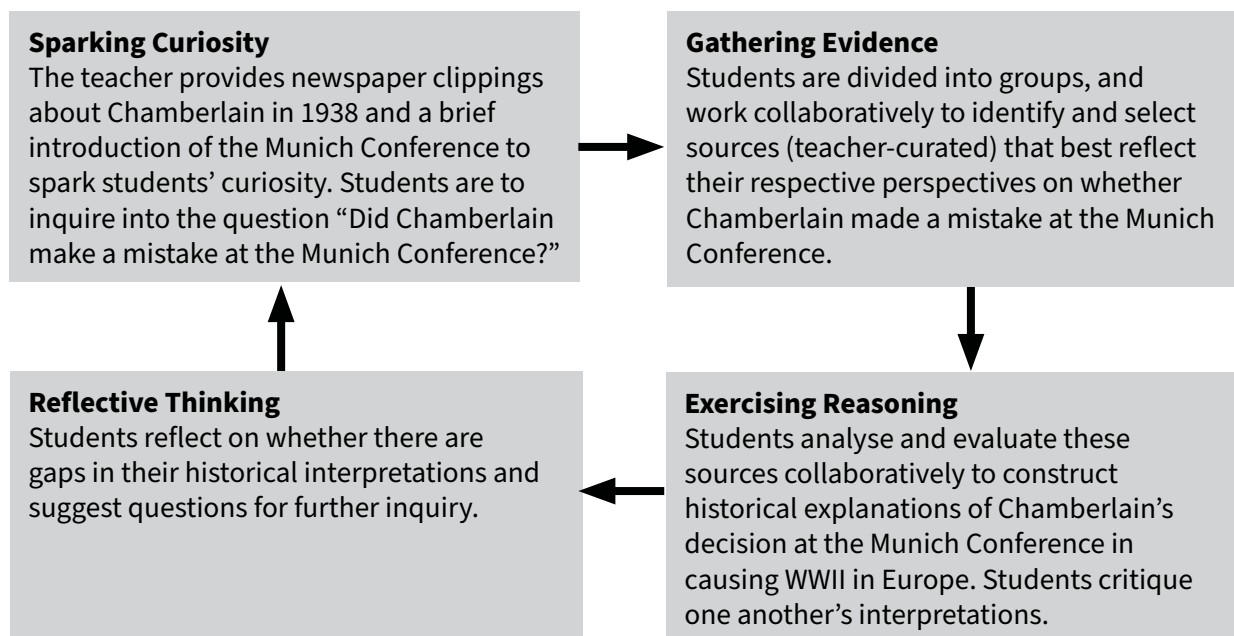


Figure 3.4: Using Inquiry-based Learning to Teach the Topic of Appeasement

Scoping the Inquiry

Students should be gradually inducted into the process of historical inquiry with close guidance and scaffolding from teachers. This will help students to incrementally develop their inquiry abilities and to become more proficient and confident in performing inquiry independently. **Table 3.3** outlines four levels of inquiry that could be carried out at the upper secondary level. The teachers' role as facilitators is critical as they adapt the teaching pace, approaches and assessment practices to be developmentally appropriate for students. They could provide students with different levels of guidance, for example, in the form of the provision of sources, teacher modelling and scaffolding at different levels of inquiry. Thus, teachers need to adopt a blend of historical inquiry and appropriate direct instruction to support students' learning of history.

Table 3.3: Levels of Inquiry for the 2023 Upper Secondary History Curriculum

Stages	Confirmation Inquiry	Structured Inquiry	Guided Inquiry	Open Inquiry
Sparking Curiosity	The teacher directs students to address a given inquiry question .	The teacher provides students with inquiry questions to select and address.	The teacher guides students in crafting appropriate inquiry questions .	Students formulate their own inquiry questions .
Gathering Evidence	The teacher directs students to use the given source materials .	The teacher provides curated source materials for students to select and use.	Facilitated by the teacher, students conduct research for source materials.	Students conduct independent research for source materials.
Exercising Reasoning	The teacher directs students on how to analyse and evaluate the evidence to confirm a given conclusion. The teacher prescribes the same task for all students to complete.	The teacher prescribes methods for students to analyse and evaluate the evidence and formulate their own conclusions . The teacher prescribes the same task for all students to complete.	Facilitated by the teacher , students analyse and evaluate the evidence and formulate their own conclusions. Students select a task from a list provided by the teacher and demonstrate their understanding.	Students independently analyse and evaluate the evidence and formulate their own conclusions. Students design their own task to demonstrate their understanding.
Reflective Thinking	The teacher explains how students arrived at the given conclusion and highlights gaps in their understanding.	The teacher prescribes a process for students to reflect on their learning experience.	Facilitated by the teacher , students reflect on their learning experience.	Students independently engage in their own reflections on their learning experience.

3.2 Teaching for Conceptual Understanding in Upper Secondary History

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

Developing Students' Understanding of Content Concepts

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

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

Developing Students' Understanding of Historical Concepts

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

Developing Students' Historical Literacy

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

3.3 Supporting Teaching and Learning in the Upper Secondary History Classroom

Blended Learning

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

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

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

- Teachers can select content, concepts and/or skills that students are able to acquire in a self-directed manner through self-contained SLS lessons for home-based learning. This includes lessons that provide students with an overview of a topic or help students to consolidate their learning.
- Teachers may want to carry out the teaching and learning of more complex concepts and sensitive topics via in-person schooling as this will allow the teacher to provide more immediate feedback and address students' concerns and misconceptions, if any. For example, it would be better for teachers to facilitate a discussion on the persecution of minority groups in Nazi Germany face-to-face due to the sensitive nature of this topic which could evoke strong emotions. Teachers will need to pick up on body and facial language so that they can address students' discomfort or feelings immediately. Some topics may also feature disturbing images which require teachers' supervision and guidance as students navigate these lesson resources.
- Teachers can also create home-based learning experiences that help students draw connections between classroom learning and real-life contexts and applications through virtual learning journeys. Students can immerse themselves at key historical sites of World War II and of the Cold War via virtual museums or 360° videos. Such learning experiences provide opportunities for students to extend and deepen their understanding of key historical content and concepts at their own pace. To facilitate this process, teachers should provide guiding questions prior to the virtual learning journey and unpack key concepts necessary for students to engage with the resources. Post-trip reflections could be conducted as class discussions to elicit and synthesise different perspectives.

Teaching with Technology

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

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

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

- **Embed Scaffolds for Learning.** Teachers can design and weave in digital scaffolds through tooltips and hints for students. These provide additional support to ensure that students are able to engage with sources and questions within their zone of proximal development. For example, tooltips can be used to unpack key historical terms or challenging phrases or words used in sources.
- **Foster Conceptual Change.** Students can use visualisation tools to represent abstract concepts (e.g., cause and consequence, historical significance) to deepen and reflect on their understanding of historical concepts. For example, a living graph can be used to help students visualise continuity and change during the Cold War.

Differentiated Instruction in the Diverse Upper Secondary History Classroom

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

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

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

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

operated. They can then share their insights with the class instead of having the teacher narrate the context through a lecture.

- **Product differentiation.** Products can take myriad forms. It is precisely this range and flexibility that make them suitable for addressing student variance. Product differentiation could include making available a range of media or product formats, such as performance-based tasks that encourage application of what has been learnt. Such options can serve to assess student learning as well as extend student learning beyond that needed in formal school assessments. However, it is important to keep in mind that the options provided need to be guided by clear learning goals. Products chosen should be comparable and not be a hindrance to students in their expression and reflection of their learning.
- **Differentiated assessment.** Tiered assessment or a layered curriculum begins with mapping out the important substantive concepts, misconceptions and historical thinking skills which students will come across in a unit of study. Based on this, students are given at least two layers of assessment which they can choose from to achieve their learning goals. Points are given to make the learning more engaging. The first layer focuses on subject content knowledge; the second layer focuses on historical concepts like evidence. The teacher can also introduce a third layer that focuses on common misconceptions when comparing the past with present ideas about historical phenomena. Teaching strategies are then adjusted based on the assessment data as part of assessment for learning.

SECTION 4: ASSESSMENT

Purpose of Assessment
Assessment Components of Upper Secondary History Syllabuses
Glossary of Terms

4. ASSESSMENT

4.1 Purpose of Assessment

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

The Singapore Curriculum Philosophy (SCP) envisions that learning flourishes when assessment is used to address students' learning gaps and to help students become self-directed learners. It is thus essential for assessment to begin with clarity of purpose. Assessment is also incorporated into other Teaching Processes of the STP. For example, the Teaching Process "Lesson Preparation" contains assessment-related Teaching Areas, as teachers need to identify evidence showing that students have achieved the learning outcomes under "Determining lesson objectives" and integrate opportunities for formative assessment under "Sequencing learning".

The Teaching Process "Assessment and Feedback" contains Teaching Areas that guide teachers to:

- check for understanding to ascertain the gaps between students' understanding and the desired learning outcomes, and to provide purposeful and meaningful feedback to students;
- design and facilitate self-directed learning activities to reinforce, consolidate and extend learning; and set meaningful assignments to inform teaching and support learning.

Learner-centred

Assessment is learner-centred when assessment information is used to support learning and students are given opportunities to be involved in their own assessment so that they develop as self-directed learners. To check if learning is taking place as intended, assessment serves the central function of getting the best possible evidence of what students have learnt. For learning to be effective and developmentally appropriate, teachers use such evidence to adapt their teaching pace, approaches and assessment practices. Teachers also use assessment to help students understand that by thinking about their own thinking, they can monitor, assess and improve their learning. Assessment should thus be designed with clarity of purpose and to provide learners and teachers with feedback to address learning gaps and improve teaching practices.

Balanced Assessment

A balanced assessment system comprises both formative and summative assessments.

Formative assessment, or assessment for learning, takes place during teaching and learning and aims to help students improve their learning. This could take place in the form of in-class questioning, group discussion, project work, quizzes, written assignments or topical tests. Effective formative assessment hinges on the provision of timely, relevant and specific qualitative feedback from teachers or peers so that students will be able to self-monitor, self-regulate and improve their own learning. It provides teachers with information on students' progress and valuable feedback on the effectiveness of their lessons. Teachers can use the information to scaffold students' learning to ensure progression in their

learning. Assessment for learning can also help students develop metacognition and positive habits and skills related to reflection and self-directed learning through peer and self-assessment.

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

4.2 Assessment Components of Upper Secondary History Syllabuses

4.2.1 Assessment Objectives

The assessment objectives of the 2023 Upper Secondary History syllabuses reflect the intent of the syllabuses and describe what students should know and be able to do with the knowledge, concepts and skills learnt. Thus, they are closely aligned with the curricular objectives, content and pedagogy of the syllabuses. **Table 4.1** provides an overview of the assessment objectives.

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

Assessment Objectives	O-Level	N(A)-Level
AO1: Deploy Knowledge	<u>Select, organise and use</u> relevant historical knowledge in context.	<u>Select, organise and use</u> relevant historical knowledge in context.
AO2: Construct Explanation and Communicate Historical Knowledge	<u>Analyse, explain and evaluate</u> historical events and periods studied using key historical concepts (causation and consequence, change and continuity, significance) in order to <u>arrive at a reasoned conclusion</u> .	<u>Analyse and explain</u> historical events and periods studied using key historical concepts (causation and consequence, change and continuity, significance).
AO3: Interpret and Evaluate Source Materials	<u>Interpret, evaluate and use</u> a range of sources as evidence in their historical context through: <ul style="list-style-type: none"> • comprehending and extracting relevant information • drawing inferences from given information • comparing and contrasting different views • distinguishing between facts, opinion and judgement • recognising values and detecting bias • establishing the utility of given information • drawing conclusions based on a reasoned consideration of evidence and arguments 	

4.2.2 Modes of Assessment

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

Source-based Case Study

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

sources may be evaluated.

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

Essay Questions

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

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

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

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

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

	O-Level	N(A)-Level
Duration	1 hour 50 minutes per paper	1 hour 50 minutes per paper
Total marks and weighting	50 marks and 50% per paper	50 marks and 50% per paper
Section A: Source-Based Cased Study 30 marks; 30%	<ul style="list-style-type: none"> • Answer a compulsory source-based case study which comprises 5 sub-questions. • There will be a maximum of <u>6 sources</u> and each source will be no more than <u>150 words</u>. 	<ul style="list-style-type: none"> • Answer a compulsory source-based case study which comprises 5 sub-questions. • There will be a <u>maximum of 5 sources</u> and each source will be no more than <u>120 words</u>.
Section B: Essays 20 marks; 20%	<ul style="list-style-type: none"> • Answer 2 out of 3 essay questions. • Each question carries 10 marks. • The questions will test students' ability to <u>analyse, explain and evaluate</u> events and/or issues, and <u>draw reasoned conclusions</u>. 	<ul style="list-style-type: none"> • Answer 2 out of 3 essay questions. • Each question carries 10 marks. • The questions will test students' ability to <u>analyse and explain</u> events and/or issues.

4.3 Glossary of Terms

Table 4.3 provides a glossary of commonly used terms that can help students to engage in the assessment of their learning. The glossary provides an easy reference for teachers when explaining such terms to students. This glossary is in no particular order and is not exhaustive.

Table 4.3 Glossary of Commonly Used Terms in Assessment

S/N	Terms	Definition
1	Describe	To give an account or representation in words.
2	Discuss	To talk or write about (a topic) in detail through reasoning or argument, taking into account different issues or ideas. Depth of discussion will span a range from description to analysis (from single or multiple perspectives). The whole discussion may be progressively built on.
3	Compare	To give an account of the similarities and differences between two (or more) events, issues, developments or personalities.
4	Analyse	To break down or determine the elements or essential features of events, issues, developments or personalities.
5	Assess/ Evaluate	To ascertain, to judge or to assess the worth of something.
6	Examine	To investigate (a personality, development or event) in detail so as to determine their nature or condition.

SECTION 5: SYLLABUS DETAILS AND ASSESSMENT FORMAT

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

5. SYLLABUS DETAILS AND ASSESSMENT FORMAT

5.1 2174 History Ordinary Level

5.1.1 Scheme of Assessment

Assessment Specification Grid

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

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

Assessment Format

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

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

Paper 2: Developments in the Post-World War II World: The Cold War and Decolonisation in Southeast Asia, 1940s–1991	
Section A: Source-Based Case Study (30%) <ul style="list-style-type: none"> • Maximum of 6 sources • Q1(a)-(e): source-based questions (AO1+AO3) 	30m
Section B: Essay Questions (20%) <ul style="list-style-type: none"> • Answer 2 out of 3 questions set (AO1+AO2) • The questions require candidates to analyse, evaluate and make judgement on historical events and/or issues • Each question carries 10 marks 	20m
Total marks for Paper 2	50m

Section A: Source-Based Case Study

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

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

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

Section B: Essay Questions

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

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

5.1.2 Amplification of Syllabus Details for 2174 History Ordinary Level

Unit 1: Extension of European Control in Southeast Asia and Challenges to European Dominance, 1870s–1942

Focus

This unit focuses on the key events and forces that shaped the world order from 1870s to the outbreak of World War II. It examines how the extension of colonial rule in Southeast Asia shaped the development of different Southeast Asian states like Malaya, Indonesia and Vietnam. Students will also examine the interactions between the locals and colonial powers, particularly, how the locals responded, challenged and managed the extension of European control in Southeast Asia. The unit also examines the key forces and developments that shaped the post-World War I world, including the attempts at collective security, the rise of authoritarian regimes in Nazi Germany and Militarist Japan, and the developments that led to the outbreak of World War II in Europe and the Asia-Pacific.

Making Connections

An understanding of European colonisation in Southeast Asia will help students to make sense of the colonial imprints they see in the society and the region they live in today, and appreciate the ingenuity and resilience of the people in the region. The study of the impact of World War I and II, the League of Nations and the rise of authoritarian regimes will also allow students to recognise that the interests and ambitions of individuals and nations can have significant consequences on societies and the world and recognise the need for and importance of international cooperation and collective security to prevent future conflicts.

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>Overview of Southeast Asia before 1870 [Non-examinable]</p> <ul style="list-style-type: none"> Island and mainland Southeast Asia: Geography, people, political systems and the role of external influence on the region <ul style="list-style-type: none"> Political systems in Southeast Asia before the arrival of the Europeans, including the traditional idea of territorial boundaries Economy, culture and religion of Southeast Asia before the arrival of the Europeans European interest in Southeast Asia 	<ul style="list-style-type: none"> Describe the geography, people, political systems of pre-1870 Southeast Asia, and the role of external influences on the region Examine the motivations behind European interest in Southeast Asia. 	<ul style="list-style-type: none"> Understand that decisions and actions by people in Southeast Asia in the past were made and taken in the context of that time. 	<ul style="list-style-type: none"> Imperialism Colonialism

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>Extension of European Control in Southeast Asia</p> <p>British Malaya, 1870s–1920s (Compulsory)*</p> <ul style="list-style-type: none"> • Extension of British control in Malaya <ul style="list-style-type: none"> ♦ British presence in Malaya before 1870 [Non-examinable] <ul style="list-style-type: none"> ○ British trading interests in Southeast Asia ○ Significance of the 1824 Anglo-Dutch Treaty on British presence in Malaya ○ Pre-1870 administration of Malaya: Administration of the Straits Settlements, role of local elites, policy of non-intervention in the Malay states ♦ Shift in British policy towards Malaya in 1870s: Case study of Perak <ul style="list-style-type: none"> ○ Circumstances that led to British intervention <ul style="list-style-type: none"> - Increased desire to build empires and spheres of influence - Need for raw materials and cash crops - Internal instability due to Larut Wars and succession disputes ○ Role of key players in British intervention ○ Immediate outcome of British intervention • Transformation of Malaya after British intervention in 1874 <ul style="list-style-type: none"> ♦ Political: <ul style="list-style-type: none"> ○ Increased British control over the government and administration of Malaya <ul style="list-style-type: none"> - Introduction of British Residential System with emphasis on Perak - Establishment of the Federated Malay States (1895) and Unfederated Malay States (1909) ♦ Economic: <ul style="list-style-type: none"> ○ Growth and development of cash crop (rubber) and mineral industries (tin) and the creation of export-oriented economy ♦ Social: <ul style="list-style-type: none"> ○ Growth of plural society and townships ○ Emergence of Western-educated elites ♦ Local responses to political, social and economic changes under British rule 	<ul style="list-style-type: none"> • Assess the circumstances that led to the extension of European influence in Southeast Asia. • Assess the roles of individuals and groups in the extension of European influence. • Evaluate the impact of European influence on Southeast Asia after 1870. 	<ul style="list-style-type: none"> • Respond to colonial rule in way that is guided by core values. • Respect and manage the diverse perspectives of both the colonisers and the locals during colonial rule. • Understand how perspectives and worldviews can lead to lack of respect for others and possibly conflict. • Understand that decisions and actions by people in the past were made and taken in the context of that time. 	<ul style="list-style-type: none"> • Intervention • Direct rule • Indirect rule • Exploitation • Extractive economy • Collaboration • Resistance

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>EITHER</p> <p>Dutch Indonesia, 1870s–1920s</p> <ul style="list-style-type: none"> • Extension of Dutch control in Indonesia from Java to the Outer Islands <ul style="list-style-type: none"> ♦ Dutch presence in Indonesia (Dutch East Indies) before 1870 [Non-examinable] <ul style="list-style-type: none"> o Dutch trading interest in Indonesia since the late 16th century o Impact of the bankruptcy of the VOC in 1800 o Pre-1870 administration of Dutch East Indies: Administration of Dutch in Java, role of the local elites ♦ Circumstances that led to extension of Dutch control <ul style="list-style-type: none"> o Increased desire to build an empire and sphere of influence o Need for raw materials, cash crops and to create an environment for investments ♦ Role of key players in Dutch extension to the Outer Islands • Transformation of Indonesia under the Dutch after 1870 <ul style="list-style-type: none"> ♦ Political: <ul style="list-style-type: none"> o Increased Dutch control beyond Java through indirect rule <ul style="list-style-type: none"> - Increased centralised administration into the Outer Islands and the move towards greater local participation ♦ Economic: <ul style="list-style-type: none"> o Growth and development of cash crop (sugar, rubber) and extractive industries (oil) and the creation of export-oriented economy ♦ Social: <ul style="list-style-type: none"> o Growth of plural societies and townships o Emergence of Western-educated elites ♦ Local responses to the political, social and economic changes under Dutch rule 			

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>OR</p> <p>French Vietnam, 1870s–1920s</p> <ul style="list-style-type: none"> • Extension of French control in Vietnam to Annam and Tonkin <ul style="list-style-type: none"> ♦ French presence in Vietnam before 1870 [Non-examinable] <ul style="list-style-type: none"> o French missionary and economic interest o Significance of the Tay Son Rebellion on French presence in Vietnam o Pre-1870 French administration in Cochin-China ♦ Circumstances that led to extension of French control <ul style="list-style-type: none"> o Increased desire to build empires and spheres of influence o Need for raw materials, new markets and new bases o Internal instability due to the weaknesses of the Vietnamese court ♦ Role of key players in extension of French control • Transformation of Vietnam under the French after 1870 <ul style="list-style-type: none"> ♦ Political: <ul style="list-style-type: none"> o Consolidation of French political control over Vietnam <ul style="list-style-type: none"> - Increased centralised administration beyond South Vietnam ♦ Economic: <ul style="list-style-type: none"> o Development of cash crops (rice) and mineral industries (coal) and the creation of export-oriented economy o Introduction of private property and state monopolies ♦ Social: <ul style="list-style-type: none"> o Migration within Indochina o Emergence of local landowning class and landless peasants o Emergence of Western-educated elites ♦ Local responses to political, social and economic changes under French rule 			

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>After World War I</p> <ul style="list-style-type: none"> • Overview of World War I [Non-examinable] • Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s <ul style="list-style-type: none"> ♦ Treaty of Versailles and its immediate impact on Germany <ul style="list-style-type: none"> ○ “War guilt” clause, reparations, demilitarisation, territorial reductions ♦ Re-drawing of national boundaries and the creation of new nation-states <ul style="list-style-type: none"> ○ Breakdown of old empires ○ Self-determination ♦ Attempts at collective security in the 1920s <ul style="list-style-type: none"> ○ Successes and failures of the League of Nations at peacekeeping in the 1920s 	<ul style="list-style-type: none"> • Assess the impact of post-war peace settlements on Europe. • Assess the attempts at collective security in the 1920s and its outcomes. 	<ul style="list-style-type: none"> • Empathise with people who have lived through trying times under extreme conditions after World War I. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. 	<ul style="list-style-type: none"> • Collective security • Self-determination • Balance of power

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>Rise of Authoritarian Regimes</p> <ul style="list-style-type: none"> • Overview of the attempts at establishing viable political systems after World War I [Non-examinable] <p>Case Study of Nazi Germany*</p> <ul style="list-style-type: none"> • Circumstances leading to the rise and establishment of authoritarian rule in Germany <ul style="list-style-type: none"> ♦ Weaknesses of the Weimar government: problems of the Weimar constitution, unpopularity of the Weimar government ♦ Appeal of Hitler and the Nazi Party <ul style="list-style-type: none"> ○ Role of Hitler ○ Methods of Nazi Party (use of propaganda and force, participation in elections) ♦ Economic challenges <ul style="list-style-type: none"> ○ Inflation, unemployment and Great Depression • Consolidation of Nazi rule in Germany <ul style="list-style-type: none"> ♦ Establishment of Hitler's dictatorship and one-party rule ♦ Economic policies <ul style="list-style-type: none"> ○ Re-employment and improvement of working conditions and move towards war economy ♦ Social policies <ul style="list-style-type: none"> ○ German nationalism and persecution of ethnic and minority groups ○ Control of and responses by German society 	<ul style="list-style-type: none"> • Demonstrate awareness of political developments after World War I. • Examine the rise of authoritarian regimes and evaluate their impact on the political, social and economic context of countries. • Evaluate the roles of key players in the establishment of authoritarian rule. 	<ul style="list-style-type: none"> • Make judgements on authoritarian regimes and determine the ways to respond to extreme ideas, guided by the core values. • Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times during these authoritarian regimes • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. 	<ul style="list-style-type: none"> • Communism • Nationalism • Authoritarianism • Militarism • Parliamentary rule

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>Case Study of Militarist Japan, 1920s–1930s</p> <ul style="list-style-type: none"> • Circumstances leading to the rise and establishment of authoritarian regime in Japan <ul style="list-style-type: none"> ♦ Weaknesses of the democratic government in Japan ♦ Economic challenges <ul style="list-style-type: none"> ○ Inflation, unemployment, landlord-tenant disputes, Great Depression ♦ Appeal of ultranationalist faction <ul style="list-style-type: none"> ○ Military successes and political assassinations • Increased influence of the militarists in Japan from the 1930s <ul style="list-style-type: none"> ♦ Consolidation of military power in the government ♦ Economic policies <ul style="list-style-type: none"> ○ Increased government control over industry and Campaign for Economic Revitalisation ♦ Social policies <ul style="list-style-type: none"> ○ Militarisation of education ○ Control of labour unions 		<ul style="list-style-type: none"> • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Manage diverse perspectives and viewpoints of regimes by people in the past. 	

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>War in Europe and the Asia-Pacific</p> <ul style="list-style-type: none"> • Key developments leading to the outbreak of World War II in Europe* <ul style="list-style-type: none"> ♦ Ineffectiveness of the League of Nations in the 1930s <ul style="list-style-type: none"> ○ Failure of at disarmament in the 1930s ○ Abyssinian Crisis (1935) and its implications ♦ Germany’s aggressive foreign policy <ul style="list-style-type: none"> ○ Plebiscite in the Saar region, 1935 ○ Remilitarisation of the Rhineland, 1936 ○ Anschluss with Austria, 1938 ○ The Munich Agreement and the invasion of Czechoslovakia, 1938–1939 ○ Nazi-Soviet Non-Aggression Pact and the invasion of Poland, 1939 ♦ Policy of appeasement • Key developments leading to the outbreak of World War II in the Asia-Pacific <ul style="list-style-type: none"> ♦ Ineffectiveness of the League of Nations in the 1930s ♦ Worsening of US-Japan relations ♦ Japan’s expansionist foreign policy <ul style="list-style-type: none"> ○ Aggression towards China from 1937 ○ Greater East Asia Co-Prosperity Sphere ○ Bombing of Pearl Harbour, 1941 	<ul style="list-style-type: none"> • Evaluate the reasons for the outbreak of World War II in Europe and the Asia-Pacific. • Evaluate the roles played by individuals and groups in developments leading to the outbreak of World War II. 	<ul style="list-style-type: none"> • Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country. 	<ul style="list-style-type: none"> • Appeasement • Theatres of war • Alliances • Expansionism • Militarism

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

Unit 2: Developments in the Post-World War II World: Decolonisation and the Cold War, 1940s–1991

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

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>War in Europe and the Asia-Pacific</p> <ul style="list-style-type: none"> • Reasons for end of World War II <ul style="list-style-type: none"> ♦ Strengths of the Allies <ul style="list-style-type: none"> ○ American entry into the war (economic resources and manpower) ○ Allied strategies (D-Day, island hopping, dropping of the Atomic Bomb) ♦ Role of the Soviet Union ♦ Military weaknesses of Germany and Japan <ul style="list-style-type: none"> ○ Germany <ul style="list-style-type: none"> - Ineffective command structure - War on two fronts ○ Japan <ul style="list-style-type: none"> - Overextension of empire - Inability to access raw materials from empire <p>Note: Teachers should note that, although detailed study of the military campaigns of World War II is not required, students will need to be aware of the major turning points of the war leading to the defeat of Germany and Japan.</p>	<ul style="list-style-type: none"> • Assess the reasons for the end of World War II. 	<ul style="list-style-type: none"> • Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. 	<ul style="list-style-type: none"> • Conflict

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>The Cold War</p> <ul style="list-style-type: none"> • Origins and development of the Cold War in Europe* <ul style="list-style-type: none"> ♦ End of World War II and its impact on Europe <ul style="list-style-type: none"> ○ Circumstances in post-war Europe ○ Emergence of the USA and USSR as superpowers ♦ Growing mistrust between USA and USSR <ul style="list-style-type: none"> ○ Differences in ideology ○ Breakdown of wartime alliances ○ Division of Europe after World War II ♦ Intensification of superpower rivalry <ul style="list-style-type: none"> ○ American containment policy: Political, economic and military actions ○ Soviet responses: Political, economic and military actions • Extension of the Cold War outside Europe: Case study of Korean War, 1950–53* <ul style="list-style-type: none"> ♦ Post-World War II developments in Korea <ul style="list-style-type: none"> ○ Post-war occupation, partition of Korea, border clashes ♦ Emergence of communist China <ul style="list-style-type: none"> ○ Expansion of a communist bloc, Sino-Soviet Alliance ♦ Outbreak of the Korean War <ul style="list-style-type: none"> ○ Role of key players in the conflict: North Korea, South Korea, USA, UN, China and the USSR ♦ The Korean Armistice Agreement and the immediate aftermath <ul style="list-style-type: none"> ○ Demilitarised zone, impact on US policy in Asia, escalation of tension between NATO and Warsaw Pact • Extension of the Cold War outside Europe: Case study of Vietnam War, 1954–75 <ul style="list-style-type: none"> ♦ Key developments in North and South Vietnam in the 1950s <ul style="list-style-type: none"> ○ Partition of Vietnam in 1954, consolidation of communist control in North Vietnam and instability in South Vietnam <ul style="list-style-type: none"> - Discontentment over the Geneva Accords - Failure to carry out national elections in 1956 - Unpopularity of Ngo Dinh Diem’s actions and the support from the North for the insurgency in the South 	<ul style="list-style-type: none"> • Assess the immediate impact of World War II on Europe. • Examine how Cold War tensions are manifested in Europe. • Assess the impact of rivalry between the USA and USSR in the aftermath of World War II. • Assess the impact of the emergence of communist China on Cold War tensions. • Assess the reasons for the outbreak of the Korean War and the Vietnam War, and their aftermath. • Evaluate the extent and impact of superpowers involvement in civil wars with reference to the Korean War and the Vietnam War. • Examine the immediate aftermath of the Korean War and the Vietnam War on Cold War developments. 	<ul style="list-style-type: none"> • Understand how differing beliefs and ideas can lead to disagreements and conflicts. • Empathise with people who have lived through trying times under extreme conditions during the Cold War. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nation. • Manage diverse perspectives and viewpoints of people in the past. 	<ul style="list-style-type: none"> • Cold War • Bipolarity • Containment • Communism • Command economy • Democracy • Capitalist economy • Superpower rivalry • Proxy war • Civil War

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<ul style="list-style-type: none"> ♦ Escalation of tensions between North and South Vietnam from 1954 <ul style="list-style-type: none"> ○ Role of key players in the conflict: North Vietnam, South Vietnam, USA, USSR and China ♦ The end of the Vietnam War and the immediate aftermath <ul style="list-style-type: none"> ○ Reunification of Vietnam, beginning of détente <p>Note: Teachers should note that, although detailed studies of the military campaigns of the Korean War and Vietnam War are not required, students will need to be aware of the major turning points of the wars.</p>			
<p>Decolonisation and Establishment of Newly-Independent Nations in Southeast Asia</p> <p>British Malaya, 1945–1957 (Compulsory)*</p> <ul style="list-style-type: none"> • Developments leading to decolonisation <ul style="list-style-type: none"> ♦ Impact of World War II on decolonisation in Malaya <ul style="list-style-type: none"> ○ Shift in local perceptions of the British ○ Strengthening of local resistance groups ♦ British efforts in granting self-government and local responses <ul style="list-style-type: none"> ○ Malayan Union, 1946 and Federation of Malaya, 1948 ♦ Influence of Cold War on decolonisation in Malaya <ul style="list-style-type: none"> ○ British policy of decolonisation ○ The Communist insurgency in Malaya • Attainment of independence in 1957 	<ul style="list-style-type: none"> • Assess the immediate impact of World War II on decolonisation in Southeast Asia. • Assess how the Cold War politics affected the struggle for independence in Southeast Asia. • Assess the responses by the European powers to Southeast Asia’s struggle for independence. • Assess how independence was achieved in Southeast Asia. 	<ul style="list-style-type: none"> • Understand how differing perspectives and worldviews can lead to conflicts. • Value the importance of self-determination and independence from foreign rule . • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time • Empathise with people who have lived through trying times under extreme conditions during the period of decolonisation. 	<ul style="list-style-type: none"> • Decolonisation • Nationalism • Sovereignty • Independence • Resistance • Collaboration

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>EITHER</p> <p>Dutch Indonesia, 1945–1949</p> <ul style="list-style-type: none"> • Developments leading to decolonisation <ul style="list-style-type: none"> ♦ Impact of World War II on decolonisation in Indonesia <ul style="list-style-type: none"> ○ Formation of local government ♦ Attempts at re-establishing Dutch rule in Indonesia and local responses <ul style="list-style-type: none"> ○ Indonesian resistance, attempts at negotiation and peaceful resolution ♦ Communist revolt and its impact <ul style="list-style-type: none"> ○ The Indonesian Republican government’s response and US support in suppression of communism • Attainment of independence in 1949 <p>OR</p> <p>French Vietnam, 1945–1954</p> <ul style="list-style-type: none"> • Developments leading to decolonisation <ul style="list-style-type: none"> ♦ Impact of World War II on decolonisation <ul style="list-style-type: none"> ○ Change in local perceptions of French ○ Strengthening of Vietnamese nationalist movements ♦ Attempts at independence <ul style="list-style-type: none"> ○ Establishment of the Democratic Republic of Vietnam ♦ Attempts at re-establishing French rule in Vietnam and local responses <ul style="list-style-type: none"> ○ Vietnamese resistance, attempts at negotiation • Declaration of Independence 1954 		<ul style="list-style-type: none"> • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country. • Manage diverse perspectives and viewpoints of people in the past. 	

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>End of the Cold War</p> <ul style="list-style-type: none"> • Overview of different phases of thawing and rising tensions between the USA and the USSR in the 1960s and 1970s [Non-examinable] • Decline of the USSR and the end of the Cold War <ul style="list-style-type: none"> ♦ Ineffectiveness of Soviet command economy <ul style="list-style-type: none"> ○ Structural weaknesses and their effect on Soviet standards of living ♦ External economic burdens of the USSR <ul style="list-style-type: none"> ○ Increased military spending ○ Increased resistance within the communist bloc ○ Commitment to Warsaw Pact ♦ Escalation of USA-USSR tensions in the 1980s <ul style="list-style-type: none"> ○ USA economic might and the re-intensification of arms race ♦ Impact of Gorbachev’s economic and political reforms on the USSR and its fall <ul style="list-style-type: none"> ○ Failure to revive the Soviet economy ○ Loss of confidence in the Soviet government ○ Collapse of the Eastern European bloc ○ Disintegration of the USSR 	<ul style="list-style-type: none"> • Assess the reasons that led to the decline of the USSR. • Evaluate the reasons for the end of the Cold War. 	<ul style="list-style-type: none"> • Understand how differing beliefs and ideas can lead to disagreements and conflicts. • Empathise with people who have lived through trying times under extreme conditions during the period of the end of Cold War. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nation. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country. • Manage diverse perspectives and viewpoints of people in the past. 	<ul style="list-style-type: none"> • Cold War • Bipolarity • Détente • Arms Race • Diplomacy • Communism • Command economy • Democracy • Capitalist economy • Glasnost • Perestroika • Reform

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

5.2 2195 History Normal (Academic) Level

5.2.1 Scheme of Assessment

Assessment Specification Grid

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

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

Assessment Format

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

Paper 1: Extension of European control in Southeast Asia and challenges to European dominance, 1870s–1942	
Section A: Source-Based Case Study (30%) <ul style="list-style-type: none"> Maximum of 5 sources Q1(a)-(e): source-based questions (AO1+AO3) 	30m
Section B: Essay Questions (20%) <ul style="list-style-type: none"> Answer 2 out of 3 questions set (AO1+AO2) The questions require candidates to analyse and explain historical events and/or issues Each question carries 10 marks 	20m
Total marks for Paper 1	50m

Paper 2: Developments in the post-World War II world: The Cold War and decolonisation, 1940s–1991	
Section A: Source-Based Case Study (30%) <ul style="list-style-type: none"> Maximum of 5 sources Q1(a)-(e): source-based questions (AO1+AO3) 	30m
Section B: Essay Questions (20%) <ul style="list-style-type: none"> Answer 2 out of 3 questions set (AO1+AO2) The questions require candidates to analyse and explain historical events and/or issues Each question carries 10 marks 	20m
Total marks for Paper 2	50m

Section A: Source-Based Case Study

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

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

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

Section B: Essay Questions

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

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

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

Unit 1: Extension of European Control in Southeast Asia and Challenges to European Dominance, 1870s–1942

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

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>Overview of Southeast Asia before 1870 [Non-examinable]</p> <ul style="list-style-type: none"> • Island and mainland Southeast Asia: Geography, people, political systems and the role of external influence on the region <ul style="list-style-type: none"> ♦ Political systems in Southeast Asia before the arrival of the Europeans, including the traditional idea of territorial boundaries ♦ Economy, culture and religion of Southeast Asia before the arrival of the Europeans ♦ European interest in Southeast Asia 	<ul style="list-style-type: none"> • Describe the geography, people, political systems of pre-1870 Southeast Asia, and the role of external influences on the region. 	<ul style="list-style-type: none"> • Understand that decisions and actions by people in Southeast Asia in the past were made and taken in the context of that time. 	<ul style="list-style-type: none"> • Imperialism • Colonialism

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>Extension of European Control in Southeast Asia British Malaya, 1870s–1920s (Compulsory)*</p> <ul style="list-style-type: none"> • Extension of British control in Malaya <ul style="list-style-type: none"> ♦ British presence in Malaya before 1870 [Non-examinable] <ul style="list-style-type: none"> ○ British trading interests in Southeast Asia ○ Significance of the 1824 Anglo-Dutch Treaty on British presence in Malaya ○ Pre-1870 administration of Malaya: Administration of the Straits Settlements, role of local elites, policy of non-intervention in the Malay states ♦ Shift in British policy towards Malaya in 1870s: Case study of Perak <ul style="list-style-type: none"> ○ Circumstances that led to British intervention <ul style="list-style-type: none"> - Increased desire to build empires and spheres of influence - Need for raw materials and cash crops - Internal instability due to Larut Wars and succession disputes ○ Role of key players in British intervention ○ Immediate outcome of British intervention • Transformation of Malaya after British intervention in 1874 <ul style="list-style-type: none"> ♦ Political: <ul style="list-style-type: none"> ○ Increased British control over the government and administration of Malaya <ul style="list-style-type: none"> - Introduction of British Residential System with emphasis on Perak - Establishment of the Federated Malay States (1895) and Unfederated Malay States (1909) ♦ Economic: <ul style="list-style-type: none"> ○ Growth and development of cash crop (rubber) and mineral industries (tin) and the creation of export-oriented economy ♦ Social: <ul style="list-style-type: none"> ○ Growth of plural society and townships ○ Emergence of Western-educated elites ♦ Local responses to political, social and economic changes under British rule 	<ul style="list-style-type: none"> • Explain the circumstances that led to the extension of European influence in Southeast Asia. • Explain the roles of individuals and groups in the extension of European influence. • Explain the impact of European influence on Southeast Asia after 1870. 	<ul style="list-style-type: none"> • Respond to colonial rule in way that is guided by core values. • Respect and manage the diverse perspectives of both the colonisers and the locals during colonial rule. • Understand how perspectives and worldviews can lead to lack of respect for others and possibly conflict. • Understand that decisions and actions by people in the past were made and taken in the context of that time. 	<ul style="list-style-type: none"> • Intervention • Direct rule • Indirect rule • Exploitation • Extractive economy • Collaboration • Resistance

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>After World War I</p> <ul style="list-style-type: none"> • Overview of World War I [Non-examinable] • Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s <ul style="list-style-type: none"> ♦ Treaty of Versailles and its immediate impact on Germany <ul style="list-style-type: none"> ○ “War guilt” clause, reparations, demilitarisation, territorial reductions ♦ Re-drawing of national boundaries and the creation of new nation-states <ul style="list-style-type: none"> ○ Breakdown of old empires ○ Self-determination ♦ Attempts at collective security in the 1920s <ul style="list-style-type: none"> ○ Successes and failures of the League of Nations at peacekeeping in the 1920s 	<ul style="list-style-type: none"> • Explain the impact of post-war peace settlements on Europe. • Examine the attempts at collective security in the 1920s and its outcomes. 	<ul style="list-style-type: none"> • Empathise with people who have lived through trying times under extreme conditions after World War I. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. 	<ul style="list-style-type: none"> • Collective security • Self-determination • Balance of power

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>Rise of Authoritarian Regimes</p> <ul style="list-style-type: none"> • Overview of the attempts at establishing viable political systems after World War I [Non-examinable] <p>Case Study of Nazi Germany*</p> <ul style="list-style-type: none"> • Circumstances leading to the rise and establishment of authoritarian rule in Germany <ul style="list-style-type: none"> ♦ Weaknesses of the Weimar government: problems of the Weimar constitution, unpopularity of the Weimar government ♦ Appeal of Hitler and the Nazi Party <ul style="list-style-type: none"> ○ Role of Hitler ○ Methods of Nazi Party (use of propaganda and force, participation in elections) ♦ Economic challenges <ul style="list-style-type: none"> ○ Inflation, unemployment and Great Depression • Consolidation of Nazi rule in Germany <ul style="list-style-type: none"> ♦ Establishment of Hitler’s dictatorship and one-party rule ♦ Economic policies <ul style="list-style-type: none"> ○ Re-employment and improvement of working conditions and move towards war economy ♦ Social policies <ul style="list-style-type: none"> ○ German nationalism and persecution of ethnic and minority groups ○ Control of and responses by German society 	<ul style="list-style-type: none"> • Demonstrate awareness of political developments after World War I. • Explain the rise of authoritarian regimes and their impact on the political, social and economic context of countries. • Explain the roles of key players in the establishment of authoritarian rule. 	<ul style="list-style-type: none"> • Make judgements on authoritarian regimes and determine the ways to respond to extreme ideas, guided by the core values. • Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times during these authoritarian regimes • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Manage diverse perspectives and viewpoints of regimes by people in the past. 	<ul style="list-style-type: none"> • Communism • Nationalism • Authoritarianism • Militarism • Parliamentary rule

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>Case Study of Militarist Japan, 1920s–1930s</p> <ul style="list-style-type: none"> • Circumstances leading to the rise and establishment of authoritarian regime in Japan <ul style="list-style-type: none"> ♦ Weaknesses of the democratic government in Japan ♦ Economic challenges <ul style="list-style-type: none"> ○ Inflation, unemployment, landlord-tenant disputes, Great Depression ♦ Appeal of ultranationalist faction <ul style="list-style-type: none"> ○ Military successes and political assassinations • Increased influence of the militarists in Japan from the 1930s <ul style="list-style-type: none"> ♦ Consolidation of military power in the government ♦ Economic policies <ul style="list-style-type: none"> ○ Increased government control over industry and Campaign for Economic Revitalisation ♦ Social policies <ul style="list-style-type: none"> ○ Militarisation of education ○ Control of labour unions 			

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>War in Europe and the Asia-Pacific</p> <ul style="list-style-type: none"> • Key developments leading to the outbreak of World War II in Europe* <ul style="list-style-type: none"> ♦ Ineffectiveness of the League of Nations in the 1930s <ul style="list-style-type: none"> ○ Failure of at disarmament in the 1930s ○ Abyssinian Crisis (1935) and its implications ♦ Germany’s aggressive foreign policy <ul style="list-style-type: none"> ○ Plebiscite in the Saar region, 1935 ○ Remilitarisation of the Rhineland, 1936 ○ Anschluss with Austria, 1938 ○ The Munich Agreement and the invasion of Czechoslovakia, 1938–1939 ○ Nazi-Soviet Non-Aggression Pact and the invasion of Poland, 1939 ♦ Policy of appeasement • Key developments leading to the outbreak of World War II in the Asia-Pacific <ul style="list-style-type: none"> ♦ Ineffectiveness of the League of Nations in the 1930s ♦ Worsening of US-Japan relations ♦ Japan’s expansionist foreign policy <ul style="list-style-type: none"> ○ Aggression towards China from 1937 ○ Greater East Asia Co-Prosperity Sphere ○ Bombing of Pearl Harbour, 1941 	<ul style="list-style-type: none"> • Explain the reasons for the outbreak of World War II in Europe and the Asia-Pacific. • Explain the roles played by individuals and groups in developments leading to the outbreak of World War II. 	<ul style="list-style-type: none"> • Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country. 	<ul style="list-style-type: none"> • Appeasement • Theatres of war • Alliances • Expansionism • Militarism

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

Unit 2: Developments in the Post-World War World: Decolonisation and the Cold War, 1940s–1991

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

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>War in Europe and the Asia-Pacific</p> <ul style="list-style-type: none"> • Reasons for end of World War II <ul style="list-style-type: none"> ♦ Strengths of the Allies <ul style="list-style-type: none"> ○ American entry into the war (economic resources and manpower) ○ Allied strategies (D-Day, island hopping, dropping of the Atomic Bomb) ○ Role of the Soviet Union ♦ Military weaknesses of Germany and Japan <ul style="list-style-type: none"> ○ Germany <ul style="list-style-type: none"> - Ineffective command structure - War on two fronts ○ Japan <ul style="list-style-type: none"> - Overextension of empire - Inability to access raw materials from empire <p>Note: Teachers should note that, although detailed study of the military campaigns of World War II is not required, students will need to be aware of the major turning points of the war leading to the defeat of Germany and Japan.</p>	<ul style="list-style-type: none"> • Explain the reasons for the end of World War II. 	<ul style="list-style-type: none"> • Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. 	<ul style="list-style-type: none"> • Conflict

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>The Cold War</p> <ul style="list-style-type: none"> • Origins and development of the Cold War in Europe* <ul style="list-style-type: none"> ♦ End of World War II and its impact on Europe <ul style="list-style-type: none"> ○ Circumstances in post-war Europe ○ Emergence of the USA and USSR as superpowers ♦ Growing mistrust between USA and USSR <ul style="list-style-type: none"> ○ Differences in ideology ○ Breakdown of wartime alliances ○ Division of Europe after World War II ♦ Intensification of superpower rivalry <ul style="list-style-type: none"> ○ American containment policy: Political, economic and military actions ○ Soviet responses: Political, economic and military actions • Extension of the Cold War outside Europe: Case study of Korean War, 1950–53 <ul style="list-style-type: none"> ♦ Post-World War II developments in Korea <ul style="list-style-type: none"> ○ Post-war occupation, partition of Korea, border clashes ♦ Emergence of communist China <ul style="list-style-type: none"> ○ Expansion of a communist bloc, Sino-Soviet Alliance ♦ Outbreak of the Korean War <ul style="list-style-type: none"> ○ Role of key players in the conflict: North Korea, South Korea, USA, UN, China and the USSR ♦ The Korean Armistice Agreement and the immediate aftermath <ul style="list-style-type: none"> ○ Demilitarised zone, impact on US policy in Asia, escalation of tension between NATO and Warsaw Pact 	<ul style="list-style-type: none"> • Explain the immediate impact of World War II on Europe. • Examine how Cold War tensions were manifested in Europe. • Explain the impact of rivalry between the USA and USSR in the aftermath of World War II. • Explain the impact of the emergence of communist China on Cold War tensions. • Explain the reasons for the outbreak of the Korean War and the Vietnam War, and their aftermath. • Examine the extent and impact of superpowers involvement in civil wars with reference to the Korean War and the Vietnam War. • Examine the immediate aftermath of the Korean War and the Vietnam War on Cold War developments. 	<ul style="list-style-type: none"> • Understand how differing beliefs and ideas can lead to disagreements and conflicts. • Empathise with people who have lived through trying times under extreme conditions during the Cold War. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nation. • Manage diverse perspectives and viewpoints of people in the past. 	<ul style="list-style-type: none"> • Cold War • Bipolarity • Containment • Communism • Command economy • Democracy • Capitalist economy • Superpower rivalry • Proxy war • Civil War

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<ul style="list-style-type: none"> • Extension of the Cold War outside Europe: Case study of Vietnam War, 1954–75 <ul style="list-style-type: none"> ♦ Key developments in North and South Vietnam in the 1950s <ul style="list-style-type: none"> ○ Partition of Vietnam in 1954, consolidation of communist control in North Vietnam and instability in South Vietnam ○ Discontentment over the Geneva Accords ○ Failure to carry out national elections in 1956 ○ Unpopularity of Ngo Dinh Diem’s actions and the support from the North for the insurgency in the South ♦ Escalation of tensions between North and South Vietnam from 1954 <ul style="list-style-type: none"> ○ Role of key players in the conflict: North Vietnam, South Vietnam, USA, USSR and China ♦ The end of the Vietnam War and the immediate aftermath <ul style="list-style-type: none"> ○ Reunification of Vietnam, beginning of détente <p>Note: Teachers should note that, although detailed studies of the military campaigns of the Korean War and Vietnam War are not required, students will need to be aware of the major turning points of the wars.</p>			

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>Decolonisation and Establishment of Newly-Independent Nations in Southeast Asia</p> <p>British Malaya, 1945–1957 (Compulsory)*</p> <ul style="list-style-type: none"> • Developments leading to decolonisation <ul style="list-style-type: none"> ◦ Impact of World War II on decolonisation in Malaya <ul style="list-style-type: none"> ◦ Shift in local perceptions of the British ◦ Strengthening of local resistance groups ◦ British efforts in granting self-government and local responses <ul style="list-style-type: none"> ◦ Malayan Union, 1946 and Federation of Malaya, 1948 ◦ Influence of Cold War on decolonisation in Malaya <ul style="list-style-type: none"> ◦ British policy of decolonisation ◦ The Communist insurgency in Malaya • Attainment of independence in 1957 	<ul style="list-style-type: none"> • Explain the immediate impact of WWII on decolonisation in Southeast Asia. • Explain how the Cold War politics affected the struggle for independence in Southeast Asia. • Examine the responses by the Europeans in responding to Southeast Asia’s struggle for independence. • Explain how independence was achieved in Southeast Asia. 	<ul style="list-style-type: none"> • Understand how differing perspectives and worldviews can lead to conflicts. • Value the importance of self-determination and independence from foreign rule. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Empathise with people who have lived through trying times under extreme conditions during the period of decolonisation. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country. • Manage diverse perspectives and viewpoints of people in the past. 	<ul style="list-style-type: none"> • Decolonisation • Nationalism • Sovereignty • Independence • Resistance • Collaboration

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>End of the Cold War</p> <ul style="list-style-type: none"> • Overview of different phases of thawing and rising tensions between the USA and the USSR in the 1960s and 1970s [Non-examinable] • Decline of the USSR and the end of the Cold War <ul style="list-style-type: none"> ♦ Ineffectiveness of Soviet command economy <ul style="list-style-type: none"> ○ Structural weaknesses and their effect on Soviet standards of living ♦ External economic burdens of the USSR <ul style="list-style-type: none"> ○ Increased military spending ○ Increased resistance within the communist bloc ○ Commitment to Warsaw Pact ♦ Escalation of USA-USSR tensions in the 1980s <ul style="list-style-type: none"> ○ USA economic might and the re-intensification of arms race ♦ Impact of Gorbachev's economic and political reforms on the USSR and its fall <ul style="list-style-type: none"> ○ Failure to revive the Soviet economy ○ Loss of confidence in the Soviet government ○ Collapse of the Eastern European bloc ○ Disintegration of the USSR 	<ul style="list-style-type: none"> • Explain the reasons that led to the decline of the USSR. • Explain the reasons for the end of the Cold War. 	<ul style="list-style-type: none"> • Understand how differing beliefs and ideas can lead to disagreements and conflicts. • Empathise with people who have lived through trying times under extreme conditions during the period of the end of Cold War. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nation. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country. • Manage diverse perspectives and viewpoints of people in the past. 	<ul style="list-style-type: none"> • Cold War • Bipolarity • Détente • Arms Race • Diplomacy • Communism • Command economy • Democracy • Capitalist economy • Glasnost • Perestroika • Reform

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

5.3 2261 Humanities (History) Ordinary Level

5.3.1 Scheme of Assessment

Assessment Specification Grid

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

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

Assessment Format

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

The Making of the 20 th Century Modern World, 1910s–1991	
Section A: Source-Based Case Study (30%) <ul style="list-style-type: none">Maximum of 6 sourcesQ1(a)-(e): source-based questions (AO1+AO3)	30m
Section B: Essay Questions (20%) <ul style="list-style-type: none">Answer 2 out of 3 questions set (AO1+AO2)The questions require candidates to analyse, evaluate and make judgement on historical events and/or issuesEach question carries 10 marks.	20m
Total marks for Paper	50m

Section A: Source-Based Case Study

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

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

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

Section B: Essay Questions

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

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

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

Unit 1: Challenges to European Dominance after World War I, 1910s–1942

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

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>After World War I</p> <ul style="list-style-type: none"> • Overview of World War I [Non-examinable] • Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s <ul style="list-style-type: none"> ♦ Treaty of Versailles and its immediate impact on Germany <ul style="list-style-type: none"> ○ “War guilt” clause, reparations, demilitarisation, territorial reductions ♦ Re-drawing of national boundaries and the creation of new nation-states <ul style="list-style-type: none"> ○ Breakdown of old empires ○ Self-determination ♦ Attempts at collective security in the 1920s <ul style="list-style-type: none"> ○ Successes and failures of the League of Nations at peacekeeping in the 1920s 	<ul style="list-style-type: none"> • Assess the impact of post-war peace settlements on Europe. • Assess the attempts at collective security in the 1920s and its outcomes. 	<ul style="list-style-type: none"> • Empathise with people who have lived through trying times under extreme conditions after World War I. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. 	<ul style="list-style-type: none"> • Collective security • Self-determination • Balance of power

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>Rise of Authoritarian Regimes</p> <ul style="list-style-type: none"> • Overview of the attempts at establishing viable political systems after World War I [Non-examinable] <p>Case Study of Nazi Germany*</p> <ul style="list-style-type: none"> • Circumstances leading to the rise and establishment of authoritarian rule in Germany <ul style="list-style-type: none"> ♦ Weaknesses of the Weimar government: problems of the Weimar constitution, unpopularity of the Weimar government ♦ Appeal of Hitler and the Nazi Party <ul style="list-style-type: none"> ○ Role of Hitler ○ Methods of Nazi Party (use of propaganda and force, participation in elections) ♦ Economic challenges <ul style="list-style-type: none"> ○ Inflation, unemployment and Great Depression • Consolidation of Nazi rule in Germany <ul style="list-style-type: none"> ♦ Establishment of Hitler’s dictatorship and one-party rule ♦ Economic policies <ul style="list-style-type: none"> ○ Re-employment and improvement of working conditions and move towards war economy ♦ Social policies <ul style="list-style-type: none"> ○ German nationalism and persecution of ethnic and minority groups ○ Control of and responses by German society 	<ul style="list-style-type: none"> • Demonstrate awareness of political developments after World War I. • Examine the rise of authoritarian regimes and evaluate their impact on the political, social and economic context of countries. • Evaluate the roles of key players in the establishment of authoritarian rule. 	<ul style="list-style-type: none"> • Make judgements on authoritarian regimes and determine the ways to respond to extreme ideas, guided by the core values. • Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times during these authoritarian regimes • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Manage diverse perspectives and viewpoints of regimes by people in the past. 	<ul style="list-style-type: none"> • Communism • Nationalism • Authoritarianism • Militarism • Parliamentary rule

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>Case Study of Militarist Japan, 1920s–1930s</p> <ul style="list-style-type: none"> • Circumstances leading to the rise and establishment of authoritarian regime in Japan <ul style="list-style-type: none"> ♦ Weaknesses of the democratic government in Japan ♦ Economic challenges <ul style="list-style-type: none"> ○ Inflation, unemployment, landlord-tenant disputes, Great Depression ♦ Appeal of ultranationalist faction <ul style="list-style-type: none"> ○ Military successes and political assassinations • Increased influence of the militarists in Japan from the 1930s <ul style="list-style-type: none"> ♦ Consolidation of military power in the government ♦ Economic policies <ul style="list-style-type: none"> ○ Increased government control over industry and Campaign for Economic Revitalisation ♦ Social policies <ul style="list-style-type: none"> ○ Militarisation of education ○ Control of labour unions 			

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>War in Europe and the Asia-Pacific</p> <ul style="list-style-type: none"> • Key developments leading to the outbreak of World War II in Europe* <ul style="list-style-type: none"> ♦ Ineffectiveness of the League of Nations in the 1930s <ul style="list-style-type: none"> ○ Failure of at disarmament in the 1930s ○ Abyssinian Crisis (1935) and its implications ♦ Germany’s aggressive foreign policy <ul style="list-style-type: none"> ○ Plebiscite in the Saar region, 1935 ○ Remilitarisation of the Rhineland, 1936 ○ Anschluss with Austria, 1938 ○ The Munich Agreement and the invasion of Czechoslovakia, 1938–1939 ○ Nazi-Soviet Non-Aggression Pact and the invasion of Poland, 1939 ♦ Policy of appeasement • Key developments leading to the outbreak of World War II in the Asia-Pacific <ul style="list-style-type: none"> ♦ Ineffectiveness of the League of Nations in the 1930s ♦ Worsening of US-Japan relations ♦ Japan’s expansionist foreign policy <ul style="list-style-type: none"> ○ Aggression towards China from 1937 ○ Greater East Asia Co-Prosperity Sphere ○ Bombing of Pearl Harbour, 1941 	<ul style="list-style-type: none"> • Evaluate the reasons for the outbreak of World War II in Europe and the Asia-Pacific. • Evaluate the roles played by individuals and groups in developments leading to the outbreak of World War II. 	<ul style="list-style-type: none"> • Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country. 	<ul style="list-style-type: none"> • Appeasement • Theatres of war • Alliances • Expansionism • Militarism

Unit 2: Developments in the Post-World War II World: The Cold War, 1940s–1991

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

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>War in Europe and the Asia-Pacific</p> <ul style="list-style-type: none"> • Reasons for end of World War II <ul style="list-style-type: none"> ♦ Strengths of the Allies <ul style="list-style-type: none"> ○ American entry into the war (economic resources and manpower) ○ Allied strategies (D-Day, island hopping, dropping of the Atomic Bomb) ○ Role of the Soviet Union ♦ Military weaknesses of Germany and Japan <ul style="list-style-type: none"> ○ Germany <ul style="list-style-type: none"> - Ineffective command structure - War on two fronts ○ Japan <ul style="list-style-type: none"> - Overextension of empire - Inability to access raw materials from empire <p>Note: Teachers should note that, although detailed study of the military campaigns of World War II is not required, students will need to be aware of the major turning points of the war leading to the defeat of Germany and Japan.</p>	<ul style="list-style-type: none"> • Assess the reasons for the end of World War II. 	<ul style="list-style-type: none"> • Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. 	<ul style="list-style-type: none"> • Conflict

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>The Cold War</p> <ul style="list-style-type: none"> • Origins and development of the Cold War in Europe* <ul style="list-style-type: none"> ♦ End of World War II and its impact on Europe <ul style="list-style-type: none"> ○ Circumstances in post-war Europe ○ Emergence of the USA and USSR as superpowers ♦ Growing mistrust between USA and USSR <ul style="list-style-type: none"> ○ Differences in ideology ○ Breakdown of wartime alliances ○ Division of Europe after World War II ♦ Intensification of superpower rivalry <ul style="list-style-type: none"> ○ American containment policy: Political, economic and military actions ○ Soviet responses: Political, economic and military actions • Extension of the Cold War outside Europe: Case study of Korean War, 1950–53* <ul style="list-style-type: none"> ♦ Post-World War II developments in Korea <ul style="list-style-type: none"> ○ Post-war occupation, partition of Korea, border clashes ♦ Emergence of communist China <ul style="list-style-type: none"> ○ Expansion of a communist bloc, Sino-Soviet Alliance ♦ Outbreak of the Korean War <ul style="list-style-type: none"> ○ Role of key players in the conflict: North Korea, South Korea, USA, UN, China and the USSR ♦ The Korean Armistice Agreement and the immediate aftermath <ul style="list-style-type: none"> ○ Demilitarised zone, impact on US policy in Asia, escalation of tension between NATO and Warsaw Pact 	<ul style="list-style-type: none"> • Assess the immediate impact of World War II on Europe. • Examine how Cold War tensions are manifested in Europe. • Assess the impact of rivalry between the USA and USSR in the aftermath of World War II. • Assess the impact of the emergence of communist China on Cold War tensions. • Assess the reasons for the outbreak of the Korean War and the Vietnam War, and their aftermath. • Evaluate the extent and impact of superpowers involvement in civil wars with reference to the Korean War and the Vietnam War. • Examine the immediate aftermath of the Korean War and the Vietnam War on Cold War developments. 	<ul style="list-style-type: none"> • Understand how differing beliefs and ideas can lead to disagreements and conflicts. • Empathise with people who have lived through trying times under extreme conditions during the Cold War. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nation. • Manage diverse perspectives and viewpoints of people in the past. 	<ul style="list-style-type: none"> • Cold War • Bipolarity • Containment • Communism • Command economy • Democracy • Capitalist economy • Superpower rivalry • Proxy war • Civil War

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<ul style="list-style-type: none"> • Extension of the Cold War outside Europe: Case study of Vietnam War, 1954–75 <ul style="list-style-type: none"> ♦ Key developments in North and South Vietnam in the 1950s <ul style="list-style-type: none"> ○ Partition of Vietnam in 1954, consolidation of communist control in North Vietnam and instability in South Vietnam <ul style="list-style-type: none"> - Discontentment over the Geneva Accords - Failure to carry out national elections in 1956 - Unpopularity of Ngo Dinh Diem’s actions and the support from the North for the insurgency in the South ♦ Escalation of tensions between North and South Vietnam from 1954 <ul style="list-style-type: none"> ○ Role of key players in the conflict: North Vietnam, South Vietnam, USA, USSR and China ♦ The end of the Vietnam War and the immediate aftermath <ul style="list-style-type: none"> ○ Reunification of Vietnam, beginning of détente <p>Note: Teachers should note that, although detailed studies of the military campaigns of the Korean War and Vietnam War are not required, students will need to be aware of the major turning points of the wars.</p>			

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>End of the Cold War</p> <ul style="list-style-type: none"> • Overview of different phases of thawing and rising tensions between the USA and the USSR in the 1960s and 1970s [Non-examinable] • Decline of the USSR and the end of the Cold War <ul style="list-style-type: none"> ♦ Ineffectiveness of Soviet command economy <ul style="list-style-type: none"> ○ Structural weaknesses and their effect on Soviet standards of living ♦ External economic burdens of the USSR <ul style="list-style-type: none"> ○ Increased military spending ○ Increased resistance within the communist bloc ○ Commitment to Warsaw Pact ♦ Escalation of USA-USSR tensions in the 1980s <ul style="list-style-type: none"> ○ USA economic might and the re-intensification of arms race ♦ Impact of Gorbachev's economic and political reforms on the USSR and its fall <ul style="list-style-type: none"> ○ Failure to revive the Soviet economy ○ Loss of confidence in the Soviet government ○ Collapse of the Eastern European bloc ○ Disintegration of the USSR 	<ul style="list-style-type: none"> • Assess the reasons that led to the decline of the USSR. • Evaluate the reasons for the end of the Cold War. 	<ul style="list-style-type: none"> • Understand how differing beliefs and ideas can lead to disagreements and conflicts. • Empathise with people who have lived through trying times under extreme conditions during the period of the end of Cold War. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nation. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country. • Manage diverse perspectives and viewpoints of people in the past. 	<ul style="list-style-type: none"> • Cold War • Bipolarity • Détente • Arms race • Diplomacy • Communism • Command economy • Democracy • Capitalist economy • Glasnost • Perestroika • Reform

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

5.4 2126 Humanities (History) Normal (Academic) Level

5.4.1 Scheme of Assessment

Assessment Specification Grid

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

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

Assessment Format

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

The Making of the 20 th Century Modern World, 1910s–1991	
Section A: Source-Based Case Study (30%) <ul style="list-style-type: none">Maximum of 5 sourcesQ1a-e: source-based questions (AO1+AO3)	30m
Section B: Essay Questions (20%) <ul style="list-style-type: none">Answer 2 out of 3 questions set (AO1+AO2)The questions require candidates to analyse and explain historical events and/or issuesEach question carries 10 marks	20m
Total marks for Paper	50m

Section A: Source-Based Case Study

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

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

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

Section B: Essay Questions

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

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

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

Unit 1: Challenges to European Dominance after World War I, 1910s–1942

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

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>After World War I</p> <ul style="list-style-type: none"> • Overview of World War I [Non-examinable] • Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s <ul style="list-style-type: none"> ♦ Treaty of Versailles and its immediate impact on Germany <ul style="list-style-type: none"> ○ “War guilt” clause, reparations, demilitarisation, territorial reductions ♦ Re-drawing of national boundaries and the creation of new nation-states <ul style="list-style-type: none"> ○ Breakdown of old empires ○ Self-determination ♦ Attempts at collective security in the 1920s <ul style="list-style-type: none"> ○ Successes and failures of the League of Nations at peacekeeping in the 1920s 	<ul style="list-style-type: none"> • Assess the impact of post-war peace settlements on Europe. • Assess the attempts at collective security in the 1920s and its outcomes. 	<ul style="list-style-type: none"> • Empathise with people who have lived through trying times under extreme conditions after World War I. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. 	<ul style="list-style-type: none"> • Collective security • Self-determination • Balance of power

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>Rise of Authoritarian Regimes</p> <ul style="list-style-type: none"> • Overview of the attempts at establishing viable political systems after World War I [Non-examinable] <p>Case Study of Nazi Germany*</p> <ul style="list-style-type: none"> • Circumstances leading to the rise and establishment of authoritarian rule in Germany <ul style="list-style-type: none"> • Weaknesses of the Weimar government: problems of the Weimar constitution, unpopularity of the Weimar government • Appeal of Hitler and the Nazi Party <ul style="list-style-type: none"> o Role of Hitler o Methods of Nazi Party (use of propaganda and force, participation in elections) • Economic challenges <ul style="list-style-type: none"> o Inflation, unemployment and Great Depression • Consolidation of Nazi rule in Germany <ul style="list-style-type: none"> • Establishment of Hitler's dictatorship and one-party rule • Economic policies <ul style="list-style-type: none"> o Re-employment and improvement of working conditions and move towards war economy • Social policies <ul style="list-style-type: none"> o German nationalism and persecution of ethnic and minority groups o Control of and responses by German society 	<ul style="list-style-type: none"> • Demonstrate awareness of political developments after World War I. • Explain the rise of authoritarian regimes and their impact on the political, social and economic context of countries. • Explain the roles of key players in the establishment of authoritarian rule. 	<ul style="list-style-type: none"> • Make judgements on authoritarian regimes and determine the ways to respond to extreme ideas, guided by the core values. • Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times during these authoritarian regimes • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Manage diverse perspectives and viewpoints of regimes by people in the past. 	<ul style="list-style-type: none"> • Communism • Nationalism • Authoritarianism • Militarism • Parliamentary rule

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>War in Europe and the Asia-Pacific</p> <ul style="list-style-type: none"> • Key developments leading to the outbreak of World War II in Europe* <ul style="list-style-type: none"> ♦ Ineffectiveness of the League of Nations in the 1930s <ul style="list-style-type: none"> ○ Failure of at disarmament in the 1930s ○ Abyssinian Crisis (1935) and its implications ♦ Germany’s aggressive foreign policy <ul style="list-style-type: none"> ○ Plebiscite in the Saar region, 1935 ○ Remilitarisation of the Rhineland, 1936 ○ Anschluss with Austria, 1938 ○ The Munich Agreement and the invasion of Czechoslovakia, 1938–1939 ○ Nazi-Soviet Non-Aggression Pact and the invasion of Poland, 1939 ♦ Policy of appeasement • Key developments leading to the outbreak of World War II in the Asia-Pacific <ul style="list-style-type: none"> ♦ Ineffectiveness of the League of Nations in the 1930s ♦ Worsening of US-Japan relations ♦ Japan’s expansionist foreign policy <ul style="list-style-type: none"> ○ Aggression towards China from 1937 ○ Greater East Asia Co-Prosperity Sphere ○ Bombing of Pearl Harbour, 1941 	<ul style="list-style-type: none"> • Explain the reasons for the outbreak of World War II in Europe and the Asia-Pacific. • Explain the roles played by individuals and groups in developments leading to the outbreak of World War II. 	<ul style="list-style-type: none"> • Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country. 	<ul style="list-style-type: none"> • Appeasement • Theatres of war • Alliances • Expansionism • Militarism

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

Unit 2: Developments in the Post-World War II World: The Cold War, 1940s–1991

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

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>War in Europe and the Asia-Pacific</p> <ul style="list-style-type: none"> • Reasons for end of World War II <ul style="list-style-type: none"> ♦ Strengths of the Allies <ul style="list-style-type: none"> ○ American entry into the war (economic resources and manpower) ○ Allied strategies (D-Day, island hopping, dropping of the Atomic Bomb) ○ Role of the Soviet Union ♦ Military weaknesses of Germany and Japan <ul style="list-style-type: none"> ○ Germany <ul style="list-style-type: none"> - Ineffective command structure - War on two fronts ○ Japan <ul style="list-style-type: none"> - Overextension of empire - Inability to access raw materials from empire <p>Note: Teachers should note that, although detailed study of the military campaigns of World War II is not required, students will need to be aware of the major turning points of the war leading to the defeat of Germany and Japan.</p>	<ul style="list-style-type: none"> • Explain the reasons for the end of World War II. 	<ul style="list-style-type: none"> • Understand the costly implications of extreme beliefs on international developments and human lives. • Empathise with people who have lived through trying times under extreme conditions during World War II. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nations. • Understand that decisions and actions by people in the past were made and taken in the context of that time. 	<ul style="list-style-type: none"> • Conflict

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>The Cold War</p> <ul style="list-style-type: none"> • Origins and development of the Cold War in Europe* <ul style="list-style-type: none"> ♦ End of World War II and its impact on Europe <ul style="list-style-type: none"> ○ Circumstances in post-war Europe ○ Emergence of the USA and USSR as superpowers ♦ Growing mistrust between USA and USSR <ul style="list-style-type: none"> ○ Differences in ideology ○ Breakdown of wartime alliances ○ Division of Europe after World War II ♦ Intensification of superpower rivalry <ul style="list-style-type: none"> ○ American containment policy: Political, economic and military actions ○ Soviet responses: Political, economic and military actions • Extension of the Cold War outside Europe: Case study of Vietnam War, 1954–75 <ul style="list-style-type: none"> ♦ Key developments in North and South Vietnam in the 1950s <ul style="list-style-type: none"> ○ Partition of Vietnam in 1954, consolidation of communist control in North Vietnam and instability in South Vietnam <ul style="list-style-type: none"> - Discontentment over the Geneva Accords - Failure to carry out national elections in 1956 - Unpopularity of Ngo Dinh Diem’s actions and the support from the North for the insurgency in the South ♦ Escalation of tensions between North and South Vietnam from 1954 <ul style="list-style-type: none"> ○ Role of key players in the conflict: North Vietnam, South Vietnam, USA, USSR and China ♦ The end of the Vietnam War and the immediate aftermath <ul style="list-style-type: none"> ○ Reunification of Vietnam, beginning of détente <p>Note: Teachers should note that, although detailed studies of the military campaigns of the Korean War and Vietnam War are not required, students will need to be aware of the major turning points of the wars.</p>	<ul style="list-style-type: none"> • Explain the immediate impact of World War II on Europe. • Examine how Cold War tensions were manifested in Europe. • Explain the impact of rivalry between the USA and USSR in the aftermath of World War II. • Explain the reasons for the outbreak of the Vietnam War, and its aftermath. • Examine the extent and impact of superpowers involvement in civil wars with reference to the Vietnam War. • Examine the immediate aftermath of the Vietnam War on Cold War developments. 	<ul style="list-style-type: none"> • Understand how differing beliefs and ideas can lead to disagreements and conflicts. • Empathise with people who have lived through trying times under extreme conditions during the Cold War. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nation. • Manage diverse perspectives and viewpoints of people in the past. 	<ul style="list-style-type: none"> • Cold War • Bipolarity • Containment • Communism • Command economy • Democracy • Capitalist economy • Superpower rivalry • Proxy war • Civil War

Key Knowledge	Learning Outcomes (Knowledge and Skills)	Learning Outcomes (Values and Attitudes)	Key Concepts
<p>End of the Cold War</p> <ul style="list-style-type: none"> • Overview of different phases of thawing and rising tensions between the USA and the USSR in the 1960s and 1970s [Non-examinable] • Decline of the USSR and the end of the Cold War <ul style="list-style-type: none"> ♦ Ineffectiveness of Soviet command economy <ul style="list-style-type: none"> ○ Structural weaknesses and their effect on Soviet standards of living ♦ External economic burdens of the USSR <ul style="list-style-type: none"> ○ Increased military spending ○ Increased resistance within the communist bloc ○ Commitment to Warsaw Pact ♦ Escalation of USA-USSR tensions in the 1980s <ul style="list-style-type: none"> ○ USA economic might and the re-intensification of arms race ♦ Impact of Gorbachev's economic and political reforms on the USSR and its fall <ul style="list-style-type: none"> ○ Failure to revive the Soviet economy ○ Loss of confidence in the Soviet government ○ Collapse of the Eastern European bloc ○ Disintegration of the USSR 	<ul style="list-style-type: none"> • Explain the reasons that led to the decline of the USSR. • Explain the reasons for the end of the Cold War. 	<ul style="list-style-type: none"> • Understand how differing beliefs and ideas can lead to disagreements and conflicts. • Empathise with people who have lived through trying times under extreme conditions during the period of the end of Cold War. • Understand that decisions and actions by people in the past were made and taken in the context of that time. • Embrace the importance of cooperation and seeking amicable solutions to ensure peaceful coexistence between people and nation. • Identify and embrace the connection between individuals and the larger community and realise that the actions of individuals can impact the community and country. • Manage diverse perspectives and viewpoints of people in the past. 	<ul style="list-style-type: none"> • Cold War • Bipolarity • Détente • Arms race • Diplomacy • Communism • Command economy • Democracy • Capitalist economy • Glasnost • Perestroika • Reform

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

SECTION 6: READINGS AND RESOURCES

**Southeast Asian History and Modern World History
Pedagogy
Assessment**

6.1 Readings on Southeast Asian History and Modern World History

Overview of Southeast Asia before 1870

S/N	Book	Call No / Location	Description
1	<p>Title: The Cambridge History of Southeast Asia Vol 2, Part 1, from c.1800 to the 1930s</p> <p>Editor: Nicholas Tarling</p> <p>Publisher: Cambridge University Press, Cambridge, 1999.</p>	<p>RSEA 959 CAM Lee Kong Chian Reference Library</p>	<p>This volume charts the establishment of the colonial regimes during the period of c.1800–1930s and the nature of their rule. It looks into the political development and the economic transformation that took place. Anti-colonial and nationalist movements are also discussed in this volume.</p>
2	<p>Title: The Emergence of Modern Southeast Asia: A New History</p> <p>Editor: Norman G. Owen</p> <p>Publisher: Singapore University Press, Singapore, 2005.</p>	<p>RSING q959 EME Lee Kong Chian Reference Library</p>	<p>This book traces the colonisation of the various states in Southeast Asia and their eventual decolonisation and independence.</p>

S/N	Book	Call No / Location	Description
3	<p>Title: Southeast Asia: A Modern History</p> <p>Author: Nicholas Tarling</p> <p>Publisher: Oxford University Press, Victoria, Australia, 2001.</p>	RSEA 959 TAR Lee Kong Chian Reference Library	This book is divided into five parts. Part One discusses the kinds of state that have existed in Southeast Asia and provides a chronological framework. Parts Two and Three delve into topics such as economics and society. The last section focuses on the political developments of the 20th century.
4	<p>Title: In Search of Southeast Asia: A Modern History</p> <p>Editor: David Joel Steinberg</p> <p>Publisher: University of Hawaii Press, Honolulu, 1985.</p>	RSING 959 IN Lee Kong Chian Reference Library	This book provides a study of Southeast Asia since the 18th century. It is organised along thematic lines and takes a comparative approach to studying the various states in the region. Part Two of the book deals with challenges to old authority while Part Four looks into the emergence of nationalism.
5	<p>Title: Southeast Asia: Past and Present (Sixth edition)</p> <p>Author: D.R. SarDesai</p> <p>Publisher: Westview Press, Boulder, 2010.</p>	RSEA 959 SAR Lee Kong Chian Reference Library	This book takes a thematic and chronological approach to the study of colonialism, nationalism, domestic problems and international relations of the region. It is a readable account of Southeast Asia from ancient to modern times.

S/N	Website	Description
1	<p>Title: Images of Colonialism</p> <p>Website Link: https://library.harvard.edu/collections/images-colonialism</p>	<p>This website by Harvard University presents trade cards and illustrations from the late 19th and early 20th centuries that show European perspectives of the colonial experience. There are relevant images on French Vietnam and the Dutch East Indies.</p>

Extension of European Control in Southeast Asia: British Malaya, 1870s – 1920s

S/N	Book	Call No / Location	Description
1	<p>Title: A History of Malaysia</p> <p>Authors: Barbara Watson Andaya and Leonard Y. Andaya.</p> <p>Publisher: University of Hawaii Press, Honolulu, 2017.</p>	<p>English 959.5 Public Libraries Lee Kong Chian Reference Library</p> <p>e-book is available in NLB</p>	<p>This book deals with the history of Malaysia from the 16th to 21st centuries. It traces Malaysia's development from early times through the period of colonial rule to the creation of an independent nation.</p>
2	<p>Title: Rulers and Residents: Influence and Power in the Malay States, 1870–1920 (South-East Asian Historical Monographs)</p> <p>Author: J.M. Gullick</p> <p>Publisher: Oxford University Press, Singapore, 1992.</p>	<p>RSING English 959.5103 GUL Lee Kong Chian Reference Library</p>	<p>This book explores the role of the rulers of the Malay Peninsula over the half a century ending in 1920, by which time “British assistance” in the form of colonial rule had been effectively extended to all the Malay states.</p>

S/N	Book	Call No / Location	Description
3	<p>Title: British Policy in the Malay Peninsula and Archipelago, 1824–1871.</p> <p>Author: Nicholas Tarling</p> <p>Publisher: Oxford University Press, Kuala Lumpur, New York, 1969.</p>	<p>RSING English 327.420895 TAR Lee Kong Chian Reference Library</p>	<p>This book attempts to describe and analyse the development of British policy in the Malay world between the years 1824 and 1871. The focus is on the various factors that contributed to British decision-making process in the region.</p>
4	<p>Title: Malaysia: Selected Historical Readings</p> <p>Editors: John Bastin and Robin W. Winks</p> <p>Publisher: KTO Press, Liechtenstein, 1979.</p>	<p>RSING 959.5 BAS Lee Kong Chian Reference Library</p>	<p>This book is a collection of key historical readings which showcases primary documents as well as renowned academic writings on Malaysia. It includes a very interesting chapter, “The Problem of British Intervention in Malaya”, which has four sets of readings which offer different explanations as to why the British adopted a more active policy in the Malay states during the early 1870s.</p>

S/N	Book	Call No / Location	Description
5	<p>Title: The Hikayat Abdullah: The Autobiography of Abdullah bin Kadir (1797–1854)</p> <p>Translator: A.H. Mills</p> <p>Publisher: Oxford University Press, Singapore, 1953.</p>	<p>English 959.51032 ABD Lee Kong Chian Reference Library</p>	<p>This book was first published in Malay in 1849. It is a document of much interest to historians of Southeast Asia. The great value of this autobiography is the intimate pen-pictures Abdullah provides of the personalities of his time such as Stamford Raffles, Farquhar, Colonel Crawfurd, and Butterworth. His autobiography serves as a valuable eye-witness account of a very important period in Malaysia's history.</p>
6	<p>Title: The Myth of the Lazy Native: A Study of the Image of the Malays, Filipinos and Javanese from the 16th to the 20th Century and Its Function in the Ideology of Colonial Capitalism</p> <p>Author: Syed Hussein Alatas</p> <p>Publisher: London; New York: Routledge, 2010.</p>	<p>RSING English 301.4510959 Lee Kong Chian Reference Library</p>	<p>This book attempts to analyse the origins and functions of the “myth of the lazy native” from the 16th to 20th century in Malaya. It is noted that colonial writers of the past brought with them assumptions and prejudices about the peoples of the colonies. This study examines a wide variety of sources to analyse the myths and ideas that emerged.</p>

S/N	Book	Call No / Location	Description
7	<p>Title: The Underside of Malaysian History: Pullers, Prostitutes, Plantation Workers.</p> <p>Editors: Peter J. Rimmer and Lisa M. Allen</p> <p>Publisher: Singapore University Press for Malaysia Society of the Asian Studies Association of Australia, Singapore, c.1990.</p>	<p>RSING English 305.56209595 UND Lee Kong Chian Reference Library</p>	<p>This book focuses on the social history of Malaya and provides interesting sources about the conditions of the people living in the past. There are sources that provide a glimpse into the economic positions of the Indian, Chinese and Malay workers working on rubber plantations. The book also examines the growth of smallholdings.</p>
8	<p>Title: Honourable Intentions: Talks on the British Empire in Southeast Asia delivered at the Royal Colonial Institute, 1874–1928.</p> <p>Editor: Paul H. Kratoska</p> <p>Publisher: Oxford University Press, Singapore, 1983.</p>	<p>RSING English 959.5 HON Lee Kong Chian Reference Library</p>	<p>This book is a collection of papers on the British Empire in Southeast Asia read at the Royal Colonial Institute in London between 1874 and 1928. The first paper was presented in 1874, the year of British's intervention in the Malay states. The speakers were influential officials who had served in the colonies, such as Hugh Clifford and Frank Swettenham. The readings present British perspectives that are worthy of investigation to better understand the British colonial policies in Malaya.</p>

S/N	Book	Call No / Location	Description
9	<p>Title: A Collection of Treaties and Other Documents Affecting the States of Malaysia, 1761–1963</p> <p>Editors: J. de V. Allen, A. J. Stockwell, and L. R. Wright.</p> <p>Publisher: Oceana Publications, London, New York, 1981.</p>	<p>RSEA English 341.0264595 COL v. 1 Lee Kong Chian Reference Library</p>	<p>These two volumes are designed to provide a complete record of all the treaties, engagements and other official and semi-official documents which were relevant to the relations of the states that were part of Malaysia at the time of its formation, both with each other and with external powers, between the late 18th century and 1963. The first volume incorporates all treaties concerning the states of West Malaysia, including the Anglo-Dutch treaties of 1824 and 1871. The second volume consists of the agreements and documents relevant to only East Malaysia.</p>
10	<p>Title: Illustrated Guide to the Federated Malay States 1923</p> <p>Author: Cuthbert Woodville Harrison</p> <p>Publisher: Oxford University Press, Singapore, 1985.</p>	<p>RSING 959.5 ILL Lee Kong Chian Reference Library</p>	<p>This is a travel guide that was produced during the British colonial period for travellers and motorists. It offers sixty photographs and seven colour plates that describe the Malay Peninsula from north to south.</p>

S/N	Book	Call No / Location	Description
11	<p>Title: Revisiting Malaya: Uncovering Historical and Political Thoughts in Nusantara</p> <p>Editor: Show Ying Xin and Ngoi Guat Peng</p> <p>Publisher: Strategic Information and Research Development Centre, Malaysia, 2020.</p>	<p>959.5 Rev Public Libraries</p>	<p>This book contains a series of essays written by historians to critique the popular narrative that romanticises Malaya as a place and community. They argue how this affects the way we perceive and write its history. Bringing together a variety of sources (e.g., literature, film, colonial official records), revisionist arguments and methodologies, the book challenges traditional disciplinary boundaries, giving rise to pluralist perspectives on the history of British Malaya. Overall, the book is useful in highlighting the political, social and economic transformations of British Malaya and how the locals responded to these changes. It is also useful in providing an understanding of the British colonial administration of British Malaya.</p>
12	<p>Title: The Invention of Politics in Colonial Malaya</p> <p>Author: Anthony Milner</p> <p>Publisher: Cambridge University Press, New York, 2002.</p>	<p>RSEA 959.5 MIL Lee Kong Chian Reference Library</p>	<p>This book examines the colonial and pre-colonial experiences of the Malay people, looking into the specific ways in which Malays interacted in the political sphere. Diving into the theme of Malay nationalism, Milner re-examines our conception of ideological struggle, identity, and concepts of social and religious unity in British Malaya. Overall, this book is useful in providing a different perspective on how nationalism was presented and developed in early British Malaya. It is also useful in providing insights into the political transformations of British Malaya and how locals responded to these changes.</p>

S/N	Journal	Description
1	<p>Title: Rice Cultivation and the Ethnic Division of Labor in British Malaya</p> <p>Author: Paul H. Kratoska</p> <p>Journal Link: Comparative Studies in Society and History, Vol. 24, No. 2, 1982</p>	<p>This article challenges the popular historical argument that the British colonial administration of Malaya created and perpetuated an ethnic division of labour in order to serve their needs and maximise government revenue. The author argues that, contrary to popular belief, the British administration did permit non-Malays to become peasant cultivators. He also challenges the tendency to over-credit the British administration with having controlled, or with having been able to control, the economic behaviour of the population. Overall, this article is useful in providing an understanding of the economic transformations of British Malaya under colonial rule and how different communities responded to these changes. It also emphasises the growth of British Malaya's economy into one that was export-oriented.</p>
2	<p>Title: Terribly Severe Though Mercifully Short: The Episode of the 1918 Influenza in British Malaya</p> <p>Author: Kai Khiun Liew</p> <p>Journal Link: Modern Asian Studies, Vol. 41, No. 2, 2007</p>	<p>This article seeks to resurrect the period of the Spanish influenza in 1918 British Malaya, looking into the historiography and historicisation of diseases and epidemics in British Malaya and the responses from the government and community. It also looks into the scale of the epidemic and its impact on different sectors of colonial society, giving insights into the unique epidemiological and demographical trends in 1918. Understanding how the virus was transmitted and spread, helps to shed light on the growth of townships and standards of living in British Malaya during the early 1900s. Overall, this article is useful in providing insights into the political and social transformations of British Malaya and the impact of these transformations. Additionally, the article gives insights into how locals responded to British colonial rule, especially when they were facing an epidemic.</p>

S/N	Video	Description
1	<p>Title: Raffles Revealed – S1E2: Emporium of the East</p> <p>Video Link: https://www.channelnewsasia.com/watch/raffles-revealed/emporium-east-1517276</p>	<p>This documentary by Channel NewsAsia focuses on the extension of European influence in Southeast Asia during the early 1800s. It emphasises the British administration of the Straits Settlements, and how they interacted and negotiated with local elites. It also examines the political tensions and disputes within the East India Company. Importantly, the documentary argues that the establishment of Singapore as a trading settlement was a collaborative effort, challenging the narrative of the role of Raffles as the founder of Singapore.</p>
2	<p>Title: British in Malaya</p> <p>Video Link: http://www.youtube.com/watch?v=nncOcrKpT8E</p>	<p>This clip focuses on the development of British influence in Malaya from 1786 with the taking over of Penang from the Sultan of Kedah, and later the taking over of Singapore and the whole of Malaya till 1946. This video was made for Muzium Negara Malaysia (Malaysia National Museum) and Arkib Negara Malaysia (Malaysia National Archives).</p>

S/N	Websites	Descriptions
1	<p>Title: British Library Learning: Trading Places</p> <p>Website Link: https://www.webarchive.org.uk/wayback/archive/20150423081454/http://www.bl.uk/learning/histcitizen/trading/tradingplaces.html</p>	<p>This is a virtual voyage game that allows players to follow the journey of the East India Company in Asia as they trade commodities like spices and silk.</p>

S/N	Websites	Descriptions
2	<p>Title: A History of the Malay Peninsula</p> <p>Website Link: http://www.sabrizain.org/malaya/</p>	<p>This website is a valuable repository of resources on the history of the Malay Peninsula, including digitised texts (such as travelogues and works of fiction) and images. The resources can be used to complement the teaching of Malaya's colonisation. Students can be guided to review these resources for their own learning.</p>
3	<p>Title: World Through a Lens</p> <p>Website Link: https://www.flickr.com/photos/nationalarchives/collections/72157632921688592/</p>	<p>This website by the National Archives UK contains images taken from the Foreign and Commonwealth Office's photographic collection (CO 1069), held at the National Archives UK. The images in the Asia collection can help students to visualise life in British Malaya and better understand the British perspective of their colonies.</p>

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

S/N	Book	Call No / Location	Description
1	<p>Title: A History of Modern Indonesia since c.1200</p> <p>Author: M.C. Ricklefs</p> <p>Publisher: Palgrave Macmillan, New York, 2008.</p>	<p>RSEA 959.8 RIC Lee Kong Chian Reference Library</p>	<p>This book is a study of the history of modern Indonesia. It traces the arrival of Europeans in c.1500 leading to the creation of the colonial state in c.1800. The last few chapters deal with the emergence of the idea of Indonesia and the march towards independence.</p>
2	<p>Title: The Indonesian Reader: History, Culture, Politics</p> <p>Editors: Tineke Hellwig and Eric Tagliacozzo</p> <p>Publisher: Duke University Press, Durham and London, 2009.</p>	<p>English 959.8 IND Lee Kong Chian Reference Library</p>	<p>This book contains more than 150 writings from journalists' articles, poetry, speeches, drawings, and more. It is organised chronologically starting with early Indonesian civilisations, the European colonisation, Japanese Occupation, and ending with the period of Reformasi.</p>

S/N	Book	Call No / Location	Description
3	<p>Title: A Short History of Indonesia: The Unlikely Nation?</p> <p>Author: Colin Brown</p> <p>Publisher: Talisman Publishing, Australia, 2011.</p>	<p>RSEA 959.8 BRO Lee Kong Chian Reference Library</p>	<p>This book provides a readable and comprehensive short history of Indonesia – from the earliest recorded history through the classical empires, colonialism and Japanese Occupation, and ending with the rule of Suharto.</p>
4	<p>Title: Historical Dictionary of Indonesia (Third edition)</p> <p>Editor: Audrey Kahin</p> <p>Publisher: Rowman & Littlefield, Lanham, 2015.</p>	<p>RSEA 959.8003 KAH Lee Kong Chian Reference Library</p>	<p>The third edition of this book contains a chronology, an introductory essay, appendixes, and an extensive bibliography covering important personalities, politics, economy, foreign relations, religion, and culture in Indonesia's history.</p>

S/N	Book	Call No / Location	Description
5	<p>Title: Historical Atlas of Indonesia</p> <p>Author: Robert Cribb</p> <p>Publisher: New Asian Library, Singapore, 2000</p>	<p>RSEA 959.8 CRI Lee Kong Chian Reference Library</p>	<p>This book features more than 300 maps of Indonesia in pre-colonial and colonial times, with explanatory text. The maps can be used to track changes in the archipelago across time.</p>
6	<p>Title: The Late Colonial State in Indonesia: Political and Economic Foundations of the Netherlands Indies 1880–1942</p> <p>Editor: Robert Cribb</p> <p>Publisher: KITLV Press, Leiden, 1994.</p>	<p>RSEA 959.8 CRI Lee Kong Chian Reference Library</p>	<p>This book is a collection of papers that examines the impact of the policies and practices of the Netherland Indies state. It examines aspects such as racial discrimination, operations of the colonial secret police, land revenue systems and forestry policy.</p>

S/N	Book	Call No / Location	Description
7	<p>Title: Dutch Culture Overseas: Colonial Practice in the Netherlands Indies, 1900–1942</p> <p>Author: Frances Gouda</p> <p>Publisher: Equinox Publishing, Singapore, 2008.</p>	<p>RSEA 959.8 GOU Lee Kong Chian Reference Library</p>	<p>This book examines the way the Dutch portray its colonial style to the outside world. It was the Dutch notion of civilised society and its belief in being charitable toward “others” that led to its colonial expansion. This book provides glimpses into how such attitudes were birthed and manifested.</p>
8	<p>Title: Mirror of the Indies: A History of Dutch Colonial Literature</p> <p>Author: Rob Nieuwenhuys</p> <p>Publisher: Periplus, Hong Kong, 1999.</p>	<p>English839.31099598 NIE –[JSB] Lee Kong Chian Reference Library</p>	<p>This book provides an account of the encounters between the Dutch and the Indonesian people that they ruled for more than 300 years. The study is drawn from a range of works – fiction, religious sermons, and travellers’ accounts – from the 17th to 20th century.</p>

S/N	Book	Call No / Location	Description
9	<p>Title: The Kapitan Cina of Batavia, 1837–1942: A History of Chinese Establishment in Colonial Society</p> <p>Author: Mona Lohanda</p> <p>Publisher: Djambatan, Jakarta, 1996.</p>	<p>RSEA 959.82004951 LOH</p> <p>Lee Kong Chian Reference Library</p>	<p>This book is a study of the relationships between the Chinese officers (kapitan cina) and the Dutch, and between the kapitan cina and the Chinese community. It has been noted that the Chinese local administration was an integral part of Dutch local government in Batavia.</p>

S/N	Journal	Description
1	<p>Title: Bifurcation of Commercial Tradition in West Indonesia, 1850–1930, as Reflected in Contemporaneous Malay Print Publishing</p> <p>Author: Waruno Mahdi</p> <p>Journal Link: Asian Journal of Social Science Vol. 40, No. 1, 2012</p>	<p>This article examines the development of Dutch Indonesia’s economy and its economic practices. It looks into the development of indigenous commerce and links it to broader themes of urbanisation, national consciousness and news media. The author argues that traditional forms of trade and finance continued to exist in the face of an increasingly modernised Dutch Indonesia. Overall, this article is useful in providing an understanding of the development of Dutch Indonesia’s economy and the role that the Dutch and the local communities had to play in these changes.</p>
2	<p>Title: The Sewing-Machine in Colonial-Era Photographs: A record from Dutch Indonesia</p> <p>Author: Jean Celman Taylor</p> <p>Journal: Modern Asian Studies, Vol. 46, No. 1, 2012</p>	<p>This article uses photographs and moving pictures from Dutch Indonesia to investigate how ordinary Indonesians sought and appropriated imported goods such as the sewing machine. It also examines the role of modern machinery in reinforcing or challenging conventional gender and social norms in Dutch Indonesian society. Overall, the article is useful in providing an understanding of how technological advancements and modernisation transformed Dutch Indonesia socially. It is also useful in shedding light on the development of Dutch Indonesia’s economy, and the extent of economic benefits that trickled down to the locals.</p>

S/N	Video	Description
1	<p>Title: How the Dutch Controlled Indonesia (1816–1942) – A History of the Dutch East Indies</p> <p>Video Link: https://www.youtube.com/watch?v=AqHcyAj-Mz0</p>	<p>This video examines the early Dutch trading presence and their economic and political administrative policies (e.g., cultivation system and ethical policy) in Dutch Indonesia. It also looks at local resistance against the Dutch, in particular the colonial wars in the Indonesian archipelago during the 19th century. Additionally, the video looks at the growth and development of Dutch Indonesia's cash crop economy and how the Javanese farmers were being exploited by this system. Overall, the video is useful in providing an understanding of early Dutch presence in Dutch Indonesia as well as the political, economic, and social developments that occurred during early colonial rule.</p>

S/N	Website	Description
1	<p>Title: Sejarah Indonesia</p> <p>Website Link: http://www.gimonca.com/sejarah/sejarah.shtml</p>	<p>This website offers a timeline of Indonesian history with short chronological write-ups of Indonesian history from before 1500 to the present.</p>
2	<p>Title: International Institute of Social History – WWW-Virtual Libraries History Indonesia</p> <p>Website Link: http://www.iisg.nl/w3vlindonesia/</p>	<p>This website offers links to resources for the study of Indonesian history.</p>

S/N	Website	Description
3	<p>Title: Dutch East Indies Index</p> <p>Website Link: http://home.iae.nl/users/arcengel/NedIndie/indexdei.htm#</p>	<p>This Dutch-based website offers links to resources on Dutch colonialism.</p>
4	<p>Title: The Dutch East Indies in Photographs, 1860–1940</p> <p>Website Link: https://geheugen.delpher.nl/en/geheugen/pages/collectie/Nederlands-Indi%C3%AB+in+foto%27s%2C+1860-1940</p>	<p>This website by the Royal Netherlands Institute of Southeast Asian and Caribbean Studies displays about 3,000 photographs of the Dutch East Indies taken between 1860 and 1940. These photographs can complement the teaching and learning of Indonesia’s colonial past and the lives of the people then. They show the landscape, street life and other aspects of life in the Dutch East Indies.</p>

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

S/N	Book	Call No / Location	Description
1	<p>Title: Indochina: An Ambiguous Colonization, 1858–1954</p> <p>Authors: Pierre Brocheux and Daniel Hemery</p> <p>Publisher: University of California Press, Berkeley, 2009.</p>	<p>RSEA 959.703 BRO Lee Kong Chian Reference Library</p>	<p>This book provides a thorough and up-to-date general history of French Indochina. The first chapter of the book deals with the making of French Indochina between 1858 and 1897. The following chapters look into the French structures of domination as well as the interaction between the colonisers and the colonised. The last two chapters provide a study of the resistance movements and the decline and fall of the French Empire in the Far East.</p>
2	<p>Title: A Story of Việt Nam</p> <p>Author: Truong Buu Lam</p> <p>Publisher: Outskirts Press, Denver, Colorado, 2010.</p>	<p>RSEA 959.7 LAM Lee Kong Chian Reference Library</p>	<p>This book provides a narrative history of Vietnam that starts from the legendary origins of the Vietnamese people and ends with the independence and unity of the Vietnam nation. Chapter Five deals with colonialism and anti-colonialism in Vietnam.</p>

S/N	Book	Call No / Location	Description
3	<p>Title: A History of Vietnam from Hong Bang to Tu Duc</p> <p>Author: Oscar Chapuis</p> <p>Publisher: Greenword Press, Westport, Connecticut, 1995.</p>	<p>RSEA 959.7 CHA Lee Kong Chian Reference Library</p>	<p>This book begins with the prehistory of both China and Vietnam, as according to tradition, the ancestor of the Vietnamese was the Chinese Emperor Shen Nung. It then traces the historical development of Vietnam through the various ruling Vietnamese dynasties to the period of French intervention. The last two chapters of the book deal specifically with French involvement and the French conquest of Vietnam.</p>
4	<p>Title: Historical Dictionary of Vietnam</p> <p>Authors: Bruce M. Lockhart and William J. Duiker</p> <p>Publisher: The Scarecrow Press, Oxford, 2006.</p>	<p>RSEA 959.7003 LOC Lee Kong Chian Reference Library</p>	<p>This dictionary offers useful maps, a chronology, an introductory chapter and other appendixes which would be essential for a broad understanding of the historical development of Vietnam.</p>

S/N	Book	Call No / Location	Description
5	<p>Title: The Penguin History of Modern Vietnam</p> <p>Author: Christopher Goscha</p> <p>Publisher: Penguin, 2017</p>	<p>English 959.7 GOS Public Libraries</p> <p>e-book is available in NLB</p>	<p>This book provides an overview of Vietnam's history. It is an informative and comprehensive read, especially on the country's colonisation and decolonisation. In this book, Goscha challenges common perceptions of Vietnam's history.</p>
6	<p>Title: The Colonial Good Life: A Commentary on Andre Joyeux's Vision of French Indochina</p> <p>Translators: Michael G. Vann and Joel Montague</p> <p>Publisher: White Lotus Press, Bangkok, 2008.</p>	<p>RSEA 959.7 JOY Lee Kong Chian Reference Library</p>	<p>The original source by Andre Joyeux was titled La Vie Large des Colonies and was published in 1912. The collection of cartoons/ caricatures provided a frank and often unflattering portrayal of French colonial culture in Southeast Asia.</p>

S/N	Book	Call No / Location	Description
7	<p>Title: Views of Seventeenth Century Vietnam – Christoforo Borri on Cochinchina and Samuel Baron on Tonkin</p> <p>Editors: Olga Dror and K.W. Taylor</p> <p>Publisher: Southeast Asia Program Publications, Cornell University, New York, 2006.</p>	<p>RSEA 959.703 VIE Lee Kong Chian Reference Library</p>	<p>This book is a collection of European accounts of Vietnam in the 17th century. Christoforo Borri was a Catholic missionary who resided among the Vietnamese for no more than 5 years. Samuel Baron was a Eurasian merchant born and raised in Hanoi. In this book, Borri gives his account of Cochinchina while Baron gives his views of Tonkin.</p>
8	<p>Title: The French in Indo-China: With a Narrative of Garnier’s Explorations in Cochinchina, Annam and Tonquin.</p> <p>Editor: Dean Meyers</p> <p>Publisher: White Lotus, Bangkok, 1994.</p>	<p>RSEA 959.703 GAR Lee Kong Chian Reference Library</p>	<p>This book was first published in 1879 and was the first record in English of the French penetration into Vietnam, Laos, and Cambodia. The book contains first-hand accounts of the major voyages such as Francis Garnier’s exploration of Tonkin and Yunnan.</p>

S/N	Book	Call No / Location	Description
9	<p>Title: A Brief Chronology of Vietnamese History (Third Edition)</p> <p>Authors: Ha Van Thu and Trang Hong Duc</p> <p>Publisher: The Gioi Publishers, Vietnam, 2010.</p>	<p>RSEA 959.7 HA Lee Kong Chian Reference Library</p>	<p>This book provides a concise historical chronology that starts from Vietnamese pre-history through the various dynasties to the period of French domination of Vietnam. The chronology ends with the establishment of the Socialist Republic of Vietnam.</p>
10	<p>Title: Vietnam: A New History</p> <p>Authors: Christopher Goscha</p> <p>Publisher: Basic Books, New York, 2016.</p>	<p>959.7 GOS Public Libraries</p>	<p>This book examines the contingency that characterises Vietnam's history and the diversity of its people, polities, geography, and experiences as both colonised and colonisers. Goscha rejects the deterministic explanations of historians who saw the modern revolutionary movement as essential and fundamental to Vietnamese character and culture. He also dismisses the overly romantic nationalist writers on Vietnam who see a strong linear progression of Vietnam's history from ancient times until the present day. Instead, the book portrays multiple histories of Vietnam, which have been complicated by centuries of imperial collisions and ever-changing political allegiances. Overall, the first half of the book is useful in providing insights into French presence and its developing administrative system in Vietnam, as well as how Vietnam was politically, economically and socially affected by colonial rule. It also sheds light on the different types of French-Vietnamese relationship during colonial rule, highlighting the many colonial identities present in French Vietnam.</p>

S/N	Journal	Description
1	<p>Title: Pragmatizing Schools: A History of Vocational Training in Colonial Vietnam</p> <p>Author: Tran Thi Phuong Hoa</p> <p>Journal: French Colonial History, volume 19, 2020</p>	<p>This article examines the establishment of a modern vocational training system, whose purpose was to replace the traditional Confucian educational meritocracy in Vietnam. Motivated by the pragmatic economic goals of colonial exploitation, colonial administrators and educators were constantly confronted with local resistance to this form of education, particularly from the elites. Hoa argues that professional schools contributed significantly to the modernisation of the Vietnamese educational system as well as the economic and technical progress of Vietnam's agrarian society. Overall, this article is useful in providing insights into the emergence of Western-educated Vietnamese elites. The article is also useful in providing an understanding of the social impact of French educational policies in Vietnam and how the locals responded to them.</p>
2	<p>Title: State, Enterprise and the Alcohol Monopoly in Colonial Vietnam</p> <p>Authors: Gerard Sasges</p> <p>Journal: Journal of Southeast Asian Studies Vol. 43, No. 1, 2012</p>	<p>This article examines the origins and operations of the state-administered monopoly on the production of distilled rice alcohol instituted in Vietnam after 1897. The article reveals that the monopoly generated little net revenue for the state, and instead functioned to promote the creation of a centralised and ostensibly civilian administration, capable of intervening in the economy to promote the accumulation of capital by local French entrepreneurs, but ultimately dependent on vast, invasive and frequently brutal systems of surveillance and control. This article is therefore useful in providing an understanding of how the alcohol monopoly became part of a series of new forms of French administration after 1897, directly transforming the political and economic landscape of Vietnam. Additionally, the article sheds light on the ongoing corruption, brutality and arbitrary enforcement which characterised much of French colonial rule in Vietnam. Hence, it is useful in providing insights into how French political and economic policies affected the social experiences of the local population.</p>

S/N	Video	Description
1	<p>Title: French Indochina circa 1880s–1920s</p> <p>Video Link: http://www.youtube.com/watch?v=5rZIAPSX69Y</p>	This clip shows the first moving images of Vietnam recorded in early 1900s for the French NEWS Reels' Archives.
2	<p>Title: The French Conquest of Vietnam and Indochina (1858–1907)</p> <p>Video Link: https://www.youtube.com/watch?v=3J8rpK46Elg&ab_channel=HistoryClass</p>	This video examines early French presence in Vietnam, French Catholic missionaries, the increased presence of the French in Vietnam and local rebellions against their presence. It is a good introductory video that includes the important milestones and events that happened during the process of French colonisation of Vietnam. The video is also useful in providing an understanding of the extension of French control in Vietnam to Annam and Tonkin and French presence in Vietnam before 1870.

S/N	Website	Description
1	<p>Title: The Avalon Project: Documents in Law, History and Diplomacy</p> <p>Website Link: http://avalon.law.yale.edu/subject_menus/indoch.asp</p>	This website by Yale Law School offers documents related to Indochina from 1950 to 1964.

S/N	Website	Description
2	<p>Title: Saigoneer</p> <p>Website Link: https://saigoneer.com/</p>	<p>This website, especially its heritage section, has a range of articles, photos and videos on Vietnam. There are some interesting articles which feature photographs of Vietnam in the 1800s to 1900s that are not commonly found online. These can be used to help students visualise life in early colonial Vietnam and the changes that occurred in the 19th and 20th centuries.</p>
3	<p>Title: History of Vietnam</p> <p>Website Link: https://www.arcgis.com/apps/MapJournal/index.html?appid=eb3d6c6d447c4179bd3cc2b9db944a1f</p>	<p>This map journal provides a chronological history of Vietnam, from the early period of Chinese rule to the First Indochina War. It is useful in providing the historical background of Vietnam, including its cultural and geographical aspects. Each section includes guiding questions and relevant photos or videos.</p>

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

S/N	Book	Call No / Location	Description
1	<p>Title: The Versailles Treaty and its Legacy: The Failure of the Wilsonian Vision</p> <p>Authors: Norman A. Graebner and Edward M. Bennett</p> <p>Publisher: Cambridge University Press, New York, 2011</p>	<p>English 940.3141 GRA – [WAR] Lee Kong Chian Reference Library</p>	<p>This book analyses the impact of the treaty and how it led to the rise of Hitler, the road to Munich, and the eventuality of war.</p>
2	<p>Title: Paris 1919: Six Months that Changed the World</p> <p>Authors: Margaret MacMillan</p> <p>Publisher: John Murray Publishers, London, 2019</p>	<p>English 940.3141 MAC Public Libraries</p> <p>ebook is available in NLB</p>	<p>This book provides an overview of the six months in 1919 when the Big Three met to shape a lasting peace after World War I. It provides the details of the discussions and outcomes of this period.</p>

S/N	Book	Call No / Location	Description
3	<p>Title: The Treaty of Versailles</p> <p>Author: Louise Chipley Slavicek</p> <p>Publisher: Chelsea House Publishers, New York, 2010.</p>	Purchase online or through local book vendors	This book provides a simple overview of the peace treaties fashioned in Versailles, France, after World War I by the victorious American, British, French and Italian allies.
4	<p>Title: The Legacy of the Great War: Peacemaking, 1919</p> <p>Editor: William R. Keylor</p> <p>Publisher: Houghton Mifflin, Boston, New York, 1998.</p>	Purchase online or through local book vendors	This book provides a historical perspective of the legacy of World War I and the peace treaties that were signed. The chapters look into the different perspectives such as the French response by Clemenceau, Hitler's territorial settlement, and the issue of reparations.

S/N	Website	Description
1	<p>Title: The National Archives</p> <p>Website Link: https://webarchive.nationalarchives.gov.uk/ukgwa+/https://www.nationalarchives.gov.uk/education/interwar.htm</p>	This website offers a list of collated resources including podcasts, video conferences and articles.

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

S/N	Book	Call No / Location	Description
1	<p>Title: International History of the Twentieth Century and Beyond (Third Edition)</p> <p>Authors: Antony Best, Jussi M. Hanhimaki, Joseph A. Maiolo, Kirsten E. Schulze</p> <p>Publisher: Routledge, New York, 2015.</p>	<p>English909.82 BES Lee Kong Chian Reference Library</p>	<p>This book provides accessible accounts of the history of international relations in the last century and beyond, covering events in Europe, Asia, the Middle East, Africa and the Americas.</p>
2	<p>Title: OCR GCSE Modern World</p> <p>Authors: Alex Brodtkin, Ellen Carrington, et al.</p> <p>Publisher: Pearson Education, 2009.</p>	<p>Purchase online or through local book vendors</p>	<p>This book contains chapters that deal with Germany from 1918 to 1945, Russia from 1905 to 1941 as well as the inter-war years from 1919 to 1939. The book also offers maps, images, and activities which teachers can use in the classroom.</p>

S/N	Book	Call No / Location	Description
3	<p>Title: The Great Dictators: International Relations 1918–1939</p> <p>Author: E.G. Rayner</p> <p>Publisher: Hodder and Stoughton, London, 1992.</p>	Purchase online or through local book vendors	This book examines a number of diplomatic crises of the inter-war period, ranging from the Versailles Treaty and the surrounding controversy to the invasion of Poland in 1939. It offers a series of excerpts from primary and secondary sources representing the views of participants, interested individuals and historians.
4	<p>Title: AQA History B Twentieth Century Depth Studies</p> <p>Authors: David Ferriby, Tony Hewitt, Jim McCabe, Alan Mendum</p> <p>Publisher: Nelson Thornes, United Kingdom, 2009.</p>	Purchase online or through local book vendors	This book includes tasks and activities which are useful to further the understanding of the topics through evaluation of source materials. The topics include Communist Russia from 1919 to 1924, Weimar Germany from 1919 to 1929, Stalin’s dictatorship, and Hitler’s Germany.

S/N	Website	Description
1	<p>Title: School History, UK</p> <p>Website Link: http://schoolhistory.co.uk/</p>	This website includes resources that are created by teachers in the UK, including games, lessons, worksheets and presentations, and teacher-created websites.

Rise of Authoritarian Regimes: Case Study of Nazi Germany

S/N	Book	Call No / Location	Description
1	<p>Title: The School History Project – Weimar & Nazi Germany</p> <p>Authors: John Hite and Chris Hinton</p> <p>Publisher: Hodder Education, London, 2000.</p>	Purchase online or through local book vendors	This book investigates the history of Germany from the Weimar Republic in 1918 to the collapse of the Nazi regime in 1945. It offers maps, images, textual sources, and activities which can be used in the classroom.

S/N	Book	Call No / Location	Description
2	<p>Title: Routledge Question and Analysis Series – The Weimar Republic (2nd Edition)</p> <p>Editor: Stephen J. Lee</p> <p>Publisher: Routledge, 2009.</p>	Purchase online or through local book vendors	This book provides a timeline and an analysis of Germany in the aftermath of World War I which can enhance students' understanding of the period. The book offers exam-style questions and an evaluation of sources.
3	<p>Title: The Weimar Republic, 1919–1933</p> <p>Author: Ruth Henig</p> <p>Publisher: Routledge, London; New York, 1998.</p>	English 943.085 HEN Lee Kong Chian Reference Library	This book is an in-depth study of the years of the Weimar government when it was faced with the Treaty of Versailles, the occupation of the Ruhr, the rise of the opposition and the impact of the Great Depression. The book ends with a retrospective look at the Weimar years.
4	<p>Title: Hitler and the Rise of the Nazi Party</p> <p>Author: Frank McDonough</p> <p>Publisher: Longman, 2003.</p>	English 943.085 MAC Lee Kong Chian Reference Library	This book is part of the Pearson Seminar Series which provides an overview of the personality and early years of Hitler as well as examining the growth of support for the Nazi Party. It includes historical documents such as the Twenty-Five Points of the Nazi Party Programme.

S/N	Book	Call No / Location	Description
5	<p>Title: Routledge Question and Analysis Series – Hitler and Nazi Germany</p> <p>Author: Stephen J. Lee</p> <p>Publisher: Routledge, 2009.</p>	Purchase online or through local book vendors	This book provides a concise introduction to the rise of Hitler and the Nazi Party. It offers the views and interpretations of different historians, a selection of sources, as well as study aids for students.
6	<p>Title: The Holocaust: The Third Reich and the Jews</p> <p>Author: David Engel</p> <p>Publisher: Routledge, Taylor & Francis Group, 2013.</p>	English940.5318 ENG -[WAR] Lee Kong Chian Reference Library	This book is part of the Pearson Seminar Series that provides an analysis of the encounter between the Third Reich and the Jews. The book is divided into sections such as “Analysis”, “Assessment”, and “Documents”.

S/N	Book	Call No / Location	Description
7	<p>Title: The School History Project – Life in Germany 1919–1945</p> <p>Authors: Mike Wells and Nick Fellows</p> <p>Publisher: Pearson Education, United Kingdom, 2009.</p>	<p>Purchase online or through local book vendors</p>	<p>This book is a teachers' guide containing teachers' notes with suggested activities and photocopiable resource sheets for students.</p>

S/N	Multimedia Resource	Call No.	Description
1	<p>Title: The Nazi: A Warning from History</p> <p>Distributor: Warner Home Video, c.2005.</p>	<p>943.086 NAZ Read@Academy</p> <p>English 943.086 NAZ pt. 2DVDs Toa Payoh Public Library</p>	<p>This documentary follows the rise and fall of Nazi Germany, from its early promises through the atrocities and suffering of World War II. It includes segments focusing on the occupation of Poland, and the Holocaust and concentration camps.</p>
2	<p>Title: The Diary of Anne Frank</p> <p>Publisher: Well Go, USA, 2008.</p>	<p>English 791.4572 DIA -[ART] pt Jurong Regional Library</p>	<p>This film is an account of the lives of World War II Jewish refugees hiding in occupied Amsterdam. It is told from the viewpoint of a young teenage girl in the group.</p>

S/N	Multimedia Resource	Call No.	Description
3	<p>Title: Sophie Scholl: The Final Days</p> <p>Publisher: Origin Entertainment for Archer Entertainment, 2007.</p>	<p>Other 791.4372 SOP -[ART] pt. 2 library@esplanade</p>	<p>This film depicts the last six days in the life of Sophie Scholl, a courageous and vibrant young woman who is willing to face death for her belief in her ideals, and those of the White Rose, an underground resistance movement to which she belongs.</p>
4	<p>Title: Auschwitz: Inside the Nazi State</p> <p>Publisher: Warner Home Video, Burbank, CA, c2005.</p>	<p>940.5318 AUS Read@Academy</p> <p>English 940.5318 AUS pt. 2DVDs Ang Mo Kio Public Library Lee Kong Chian Reference Library</p>	<p>This documentary reveals the inner workings of the Nazi implementation of Hitler's infamous "final solution". It presents a wide-ranging account of the titular "killing factory" and its evolution into a highly efficient location for the industrialised extermination of over one million Jews, gypsies, and other "mongrel races" between 1940 and 1945.</p>
5	<p>Title: Judgment at Nuremberg</p> <p>Publisher: MGM Home Entertainment, Santa Monica, Calif., 2004.</p>	<p>English 791.4372 JUD -[ART] library@esplanade</p>	<p>This film is about the American judge Daniel Haywood who presided over the trial of four German jurists accused of "legalising" Nazi atrocities.</p>

S/N	Website	Description
1	<p>Title: British Library Learning: Voices of Holocaust</p> <p>Website Link: http://www.bl.uk/learning/histcitizen/voices/holocaust.html</p>	<p>This website offers resources such as survivors' testimonies, maps, statistics and suggested activities for teachers.</p>
2	<p>Title: Calvin University: German Propaganda Archive</p> <p>Website Link: http://www.calvin.edu/academic/cas/gpa/</p>	<p>This website is an archive of Nazi Germany and German Democratic Republic propaganda materials.</p>

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

S/N	Book/ Journal	Call No / Location	Description
1	<p>Title: A Modern History of Japan: from Tokugawa Times to the Present (Third Edition)</p> <p>Author: Andrew Gordon</p> <p>Publisher: Oxford University Press, New York, 2014.</p>	<p>English952 GOR Jurong Regional Library Lee Kong Chian Reference Library Level 8</p>	<p>This book provides an overview of the history of Japan in the last two centuries. It covers the period of modernisation in Japan from the Tokugawa Shogunate to the rise of militarism leading to the outbreak of World War II.</p>
2	<p>Title: From Party Politics to Militarism in Japan, 1924–1941</p> <p>Author: Kitaoka Shin'chi</p> <p>Publisher: Lynsee Rienner Publishers Inc., Colorado, 2021.</p>	<p>English 952.033 KIT Lee Kong Chian Reference Library</p>	<p>This book provides a comprehensive overview of the years in Japan between 1924 and 1941, covering the political, economic and social developments. It highlights both the domestic and foreign affairs within Japan's political history. The author also explores the conflicts between Japan's political parties and the military as well as the internal factions in both spheres.</p>

S/N	Book/ Journal	Call No / Location	Description
3	<p>Title: The Manchurian Crisis and Japanese Society, 1931–33</p> <p>Author: Sandra Wilson</p> <p>Publisher: Routledge, London, 2001.</p>	<p>English 951.804 WIL Lee Kong Chian Reference Library</p>	<p>This book presents a comprehensive overview of the Manchurian Crisis from the perspective of the different Japanese political factions. It also offers an in-depth exploration of how the crisis shaped the political opinion in different segments of Japanese society, which in turn enabled the rise of expansionist politics in Japan. It is an important read for those who want a snapshot of Japan's society from a socio-economic and ideological perspective during the early 1930s.</p>
4	<p>Title: The Japanese Empire: Grand Strategy from the Meiji Restoration to the Pacific War</p> <p>Author: S. C. M. Paine</p> <p>Publisher: Cambridge University Press, UK, 2017.</p>	<p>English 952.03 PAI Public Libraries</p>	<p>This book conducts a close analysis of three key wars: the First Sino-Japanese War, the Russo-Japanese War, and the Second Sino-Japanese War, alongside the intermediary periods. Adopting the perspective of Japanese geopolitical and security concerns, the book traces the origins and growth of Japanese militarism to a multitude of regional and international geopolitical developments that shaped the ambitions, anxieties, and philosophies of different political factions in Japan. The weakness of civilian democratic government and diplomacy is made evident at every stage, even in the planning behind Japan's modernisation campaign (Meiji Restoration) of the late 19th century.</p>

S/N	Book/ Journal	Call No / Location	Description
5	<p>Title: The Meiji Restoration: Monarchism, Mass Communication and Conservative Revolution</p> <p>Author: Alistair D. Swale</p> <p>Publisher: Palgrave Macmillan, New York, 2009.</p>	<p>English 952.031 SWA Lee Kong Chian Reference Library</p>	<p>This book provides an important background on the political principles of Japan's political elites and intellectuals in response to its geopolitical position in the late Edo period. It also shows how this context shaped the nature of early, pre-Meiji westernisation and modernisation. The author unpacks modernisation within the Japanese context and its unique political developments. This helps teachers connect this background to the rise of militarism in Japan leading eventually to the outbreak of World War II.</p>

S/N	Journal	Description
1	<p>Title: Enthroning Hirohito: Culture and Nation in 1920s Japan</p> <p>Author: Sandra Wilson</p> <p>Journal: The Journal of Japanese Studies 37(2), pp. 289–323, Washington, 2011</p>	<p>In this book, which revolves around the public spectacles and imperial ceremonies celebrating Emperor Hirohito's enthronement in 1928, Wilson examines how the Japanese government successfully rejuvenated feelings of nationalism and propagated national aspirations of a modern and imperial Japan. Wilson pays particular attention to the usage of modern mass media technology and aspects of western culture to achieve an unprecedented scale of patriotic participation, and the entrenchment of the new emperor as the living embodiment of the nation. The year 1928, therefore, marks the transformation from the social uncertainties and tensions of the Taisho period, to the rising imperial fervour of the 1930s.</p>
2	<p>Title: From the Showa Economic Crisis to Military Economy – With Special Reference to the Inoue and Takahashi Financial Policies</p> <p>Author: Cho Yukio</p> <p>Journal: The Developing Economies 5(4), pp. 568–596, Chiba City, 1967</p>	<p>This article provides important insights into the developing economy in Japan by examining the industrial structure that led to the rise of zaibatsus. It also discusses the interaction between the civilian financial bureaucrats, private businesses and the right-wing militarists during the 1930s.</p>

S/N	Journal	Description
3	<p>Title: Claiming Personality: Reassessing the Dangers of the 'New Woman' in Early Taisho Japan</p> <p>Author: Richard Reitan</p> <p>Journal: Positions: East Asia Cultures Critique 19(1), pp. 83–107, Durham, 2011</p>	<p>This article covers the social developments that stemmed from the rapid modernisation in Japan and its tensions with the traditional cultural values. This highlights an example of the social tensions within modern Japan.</p>

S/N	Video	Description
1	<p>Title: 24 - 1920s Modern Girl</p> <p>Video Link:./ https://www.youtube.com/watch?v=mxYX10AVqEg</p>	<p>In this video, the interviewee shares the day-to-day life of a “modern girl” in Taisho-era Japan. This will help students better understand the cultural values and aspirations that such women had during that period and the tensions between the women and the traditionalists.</p>

S/N	Video	Description
2	<p>Title: Extra History: Japanese Militarism</p> <p>Video Link: https://www.youtube.com/watch?v=JEG09-Aynco&list=PLhyKYa0YJ_5DICBU_1mhHmPaC6jRITJO0</p>	<p>This is a five-part mini documentary series that introduces the more salient developments during the early Showa period that led to military dominance in the Japanese government, ending with the outbreak of the Second Sino-Japanese War and the decision to attack Pearl Harbour. It provides a simplified view of the complex factionalism of the period.</p>
3	<p>Title: Extra History: End of the Samurai</p> <p>Video Link: https://www.youtube.com/watch?v=FmRm--vRHCg&list=PLhyKYa0YJ_5A5VWHld7o2o1FmpNdT9Lm5&index=1</p>	<p>This is a five-part mini documentary series that focuses on the tumultuous politics of the samurai class and shogunate during the late Edo period and early Meiji period, to which could be traced the roots of the militaristic nature of modernisation and politics that would later define 20th-century Japan.</p>

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

S/N	Book	Call No / Location	Description
1	<p>Title: The Origins of the Second World War (Third edition)</p> <p>Author: R.J. Overy</p> <p>Publisher: Longman, 2008.</p>	Purchase online or through local book vendors	This book is part of the Pearson Seminar Series and it explores why World War II broke out in September 1939 and not sooner, and why a European war expanded into a world war by 1941.
2	<p>Title: Munich, 1938: Appeasement and World War II</p> <p>Author: David Faber</p> <p>Publisher: Simon and Schuster, New York, 2009.</p>	English 940.53112 FAB Repository Used Book Collection	This book examines the role of appeasement in emboldening Hitler, which eventually led to the invasion of Poland. It explores the political infighting in both the British and German camps.

S/N	Book	Call No / Location	Description
3	<p>Title: Years of Wrath: A Cartoon History, 1932–1945</p> <p>Author: David Low</p> <p>Publisher: Gollancz, London, 1986.</p>	<p>English 940.530207 LOW -[WAR] Lee Kong Chian Reference Library</p>	<p>This book features cartoons drawn by David Low. It gives a panorama of the years from 1931 to 1945, from Manchuria to the Battleship Missouri.</p>
4	<p>Title: World War II in Cartoons</p> <p>Author: Mark Bryant</p> <p>Publisher: Bounty Books, London, 2009.</p>	<p>English 940.30207 WOR -[WAR] Lee Kong Chian Reference Library</p>	<p>This book is divided into chapters covering the war year by year, each chapter prefaced with a concise introduction that provides a historical framework for the cartoons of that year. Altogether there are some 300 cartoons, in colour and black and white.</p>

S/N	Book	Call No / Location	Description
5	<p>Title: Dr. Seuss Goes to War: The World War II Editorial Cartoons of Theodor Seuss Geisel</p> <p>Editor: Richard H. Minear</p> <p>Publisher: The New Press, New York. 2013.</p>	<p>English 940.530207 MIN -[WAR] Lee Kong Chian Reference Library</p> <p>e-book available in NLB</p>	<p>This book features political cartoons by the creator of The Cat in the Hat. The cartoons savage Hitler, Japan, Stalin, Mussolini, and “isolationist” leaders such as Charles Lindbergh.</p>
6	<p>Title: Fateful Choices: Ten Decisions that Changed the World, 1940 – 1941</p> <p>Author: Ian Kershaw</p> <p>Publisher: Allen Lane, London, 2007.</p>	<p>English 940.5311 KER Lee Kong Chian Reference Library</p> <p>e-book available in NLB</p>	<p>This book examines the various decisions made by the British, Japanese, Germans, Americans, and the Italians which contributed to the outbreak of World War II.</p>

S/N	Book	Call No / Location	Description
7	<p>Title: World at War Series (Photographs by Daily Mail): World War 1914 – 1939 World War Two World War 1945 to present day</p> <p>Editor: Duncan Hill</p> <p>Publisher: Transatlantic Press, UK, 2011.</p>	Purchase online or through local book vendors	This is a set of three books filled with photographs from the Daily Mail archive. It includes eyewitness accounts to show how the world wars developed and provides descriptions of key battles and the turning points that settled the outcome.

S/N	Website	Description
1	<p>Title: British Cartoon Archive</p> <p>Website Link: http://www.cartoons.ac.uk/</p>	<p>This website presents more than 150,000 British editorial, socio-political, and pocket cartoons, supported by large collections of comic strips, newspaper cuttings, books and magazines.</p>
2	<p>Title: Imperial War Museums</p> <p>Website Link: http://www.iwm.org.uk/</p>	<p>This website examines the conflicts, especially those involving Britain and the Commonwealth, from the First World War to the present day.</p>
3	<p>Title: British Pathe</p> <p>Website Link: http://www.britishpathe.com/</p>	<p>This website offers a large archive collection of films and newsreels, spanning from 1896 to 1976 and containing over 90,000 individual film items and 12 million stills including clips related to World War II.</p>
4	<p>Title: The National Archives</p> <p>Website Link: https://webarchive.nationalarchives.gov.uk/ukgwa+/https://www.nationalarchives.gov.uk/education/world-war-two.htm</p>	<p>This website offers resources including video conferences, podcasts and articles.</p>

S/N	Website	Description
5	<p>Title: The Avalon Project: Documents in Law, History and Diplomacy</p> <p>Website Links: Germany Foreign Policy http://avalon.law.yale.edu/subject_menus/nazsova.asp The Munich Pact http://avalon.law.yale.edu/subject_menus/munmenu.asp Nazi-Soviet Pact http://avalon.law.yale.edu/subject_menus/nazsov.asp World War II Documents http://avalon.law.yale.edu/subject_menus/wwii.asp</p>	<p>This website by Yale Law School offers documents on German foreign policy from 1918 to 1945, the Munich Pact, the Nazi-Soviet Pact and World War II.</p>

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

S/N	Book	Call No / Location	Description
1	<p>Title: Certain Victory: Images of World War II in the Japanese Media</p> <p>Author: David C. Earhart</p> <p>Publisher: M.E.Sharpe, New York, 2008.</p>	<p>English 940.5352 EAR -[WAR] Lee Kong Chian Reference Library</p>	<p>This book provides an analysis of Japanese propaganda during the Great East Asia War. The author uses 800 images selected from 2,500 Japanese publications, predominantly photo digests and newspapers published by various Japanese government and semi government agencies and private sector news agencies, from 1937 to 1945.</p>
2	<p>Title: Imperial Japan's World War Two, 1931-1945</p> <p>Author: Werner Gruhl</p> <p>Publisher: Transaction Publishers, New Brunswick, 2007.</p>	<p>RSING English 940.5352 GRU - [WAR] Lee Kong Chian Reference Library</p>	<p>This book presents a comprehensive statistical analysis demonstrating the extent of havoc caused by Japan's expansionist zeal between 1931 and 1945.</p>

S/N	Book	Call No / Location	Description
3	<p>Title: The Manchurian Crisis and Japanese Society, 1931–33</p> <p>Author: Sandra Wilson</p> <p>Publisher: Routledge, London, 2001.</p>	<p>English 951.804 WIL Lee Kong Chian Reference Library</p>	<p>This book presents a comprehensive overview of the Manchurian Crisis from the perspective of different Japanese political factions. It also offers an in-depth exploration of how the crisis shaped the political opinion in different segments of Japanese society, which in turn enabled the rise of expansionist politics in Japan. It is an important read for those who want a snapshot of Japan's society from a socio-economic and ideological perspective during the early 1930s.</p>
4	<p>Title: The Japanese Empire: Grand Strategy from the Meiji Restoration to the Pacific War</p> <p>Author: S. C. M. Paine</p> <p>Publisher: Cambridge University Press, UK, 2017.</p>	<p>English 952.03 PAI Public Libraries</p>	<p>This book conducts a close analysis of three key wars: the First Sino-Japanese War, the Russo-Japanese War, and the Second Sino-Japanese War, alongside the intermediary periods. Adopting the perspective of Japanese geopolitical and security concerns, the book traces the origins and growth of Japanese militarism to a multitude of regional and international geopolitical developments that shaped the ambitions, anxieties, and philosophies of different political factions in Japan. The weakness of civilian democratic government and diplomacy is made evident at every stage, even in the planning behind Japan's modernisation campaign (Meiji Restoration) of the late 19th century.</p>

S/N	Multimedia	Call no.	Description
1	<p>Title: WWII: Marines at War</p> <p>Publisher: Madacy Home Video, St Laurent, Quebec, 2004</p>	359.960973 WOR Read@Academy	This documentary focuses on the history of the US Marine Corps in combat during World War II and the Korean War.

S/N	Video	Description
1	<p>Title: The Pacific War Animated History</p> <p>Video Link: https://www.youtube.com/watch?v=ivQ9O-yB0dw&t=2s</p>	This video provides an overview of the Pacific War using maps and illustrations. It unpacks the motivations of the Japanese in waging war against the Western powers as well as how the war was fought.

6.2 Pedagogy

6.2.1 General History Teaching

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

S/N	Book/Journal
12	Levesque, S. (2008). <i>Thinking Historically: Educating Students for the Twenty-First Century</i> . Toronto: University of Toronto Press. MOE Read@Academy Call Number: 907.2 LEV
13	Metzger, S.A. & McArthur Harris, L. (2018). <i>The Wiley International Handbook of History Teaching and Learning</i> . Hoboken, NJ: John Wiley & Sons, Inc. MOE Read@Academy e-book.
14	Phillips, I. (2008) <i>Teaching History: Developing as a Reflective Secondary Teacher</i> . Los Angeles, London: SAGE. MOE Read@Academy Call Number: 970.71241 PHI
15	Wineburg, S., Martin, D. & Monte-Sano, C. (2013). <i>Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms</i> . New York: Teachers College Press. MOE Read@Academy Call Number: 418.40712 WIN

6.2.2 Planning and Teaching Strategies

S/N	Book/Journal
1	<p>Armbruster, Bonnie & Anderson, Thomas. (1982). "Structures for Explanations in History Textbooks", Technical Report No. 252, University of Illinois at Urbana-Champaign.</p> <p>Retrieved from: https://eric.ed.gov/?id=ED218595</p>
2	<p>Ashby, R., Lee, P.J. & Shemilt, D. (2005), "Putting Principles in Practice: Teaching and Planning", in M. S. Donovan and J. D. Bransford (eds.), <i>How Students Learn: History in the Classroom</i>. Washington, D.C.: The National Academies Press.</p> <p>MOE Read@Academy Call Number: 370.1523 NAT</p>
3	<p>Bain, Robert B. (2012). "Using Disciplinary Literacy to Develop Coherence in History Teacher Education: The Clinical Rounds Project", <i>The History Teacher</i>, 45(4), pp. 513–532.</p> <p>Retrieved from www.jstor.org/stable/23265943</p>
4	<p>Banchi, H. & Bell, R. (2008). "The Many Levels of Inquiry", <i>Science and Children</i>, 46(2), pp. 26–29.</p> <p>Retrieved from https://www.michiganseagrant.org/lessons/wp-content/uploads/sites/3/2019/04/The-Many-Levels-of-Inquiry-NSTA-article.pdf</p>
5	<p>Barton, Keith C. (2005). "Primary Sources in History: Breaking Through the Myths", <i>Teaching History</i>, 86(10), pp. 745–753.</p>
6	<p>David, Robert. (2000). "Imagining the Past: The Use of Archive Pictures in Secondary School History Textbooks", <i>The Curriculum Journal</i>, 11(2), pp. 225–246.</p> <p>Retrieved from: https://doi.org/10.1080/09585170050045218</p>
7	<p>De La Paz, S. (2005). "Effects of Historical Reasoning Instruction and Writing Strategy Mastery in Culturally and Academically Diverse Middle School Classrooms", <i>Journal of Educational Psychology</i>, 97 (2), pp. 139–156.</p> <p>Retrieved from: https://doi.org/10.1037/0022-0663.97.2.139</p>
8	<p>Lee, P. & Shemilt, D. (2003). "A Scaffold, Not a Cage: Progression and Progression Models in History", <i>Teaching History</i>, 113, pp. 13–23.</p> <p>Retrieved from: http://www.jstor.org/stable/43259908</p>
9	<p>Monte-Sano, C. & Thomson, S. (2016). "It's Not That Simple: Historians' Critiques of the DBQ and What We Can Do About It". Paper presented at the College and University Faculty Assembly, National Council for the Social Studies Conference.</p>
10	<p>Nokes, J. D., & Dole, J. A. (2004). "Helping Adolescent Readers through Explicit Strategy Instruction", in T. Jetton & J.A. Dole (eds.), <i>Adolescent Literacy Research and Practice</i> (pp. 162–182). New York, NY: Guilford Press.</p>
11	<p>Nokes, J.D. (2011). "Recognizing and Addressing the Barriers to Adolescents: Reading Like Historians", <i>The History Teacher</i>, 44(3), pp. 379–404.</p> <p>Retrieved from: http://www.societyforhistoryeducation.org/pdfs/Nokes.pdf</p>
12	<p>Nunley, K. F. (2003). Layered curriculum brings teachers to tiers. <i>Educational Digest</i>, 69 (1): pp. 31-66.</p>

S/N	Book/Journal
13	Paxton, R.J. (2002). "The Influence of Author Visibility on High School Students Solving a Historical Problem", <i>Cognition and Instruction</i> , 20(2), pp. 197–248. Retrieved from: www.jstor.org/stable/3233874
14	Price, K.M., & Nelson, K.L. (2011). <i>Planning Effective Instruction: Diversity, Responsive Methods and Management</i> . Belmont: Wadsworth. MOE Read@Academy Call Number: 371.102 PRI
15	Reisman, A. (2012a). "Reading Like a Historian: A Document-Based History Curriculum Intervention in Urban High Schools", <i>Cognition and Instruction</i> , 30(1), pp. 86–112. Retrieved from: https://stacks.stanford.edu/file/druid:by786ht6640/a%20reisman_ReadingLikeaHistorian_CognitionandInstruction.pdf
16	Reisman, A. (2012b). "The 'Document-Based Lesson': Bringing Disciplinary Inquiry into High School History Classrooms with Adolescent Struggling Readers", <i>Journal of Curriculum Studies</i> , 44(2), pp. 233–264. Retrieved from: https://stacks.stanford.edu/file/druid:tx527hh4640/Document-Based%20Lesson_Revision%20for%20JCS_wineburg_advisee.pdf
17	Rowe, M. B. (1974). "Reflections on Wait-Time: Some Methodological Questions", <i>Journal of Research in Science Teaching</i> , 11(3): pp. 263–279. Retrieved from: https://doi.org/10.1002/tea.3660110309
18	Rouet, J., Britt, A.M., Mason, R.A. & Perfetti, C. (1996). "Using Multiple Sources of Evidence to Reason About History", <i>Journal of Educational Psychology</i> , 88(3), pp. 478–493. Retrieved from: http://psycnet.apa.org/fulltext/1996-01787-008.pdf
19	Seixas, P. & Morton, T. (2012). <i>The Big Six Historical Thinking Concepts</i> . Toronto: Nelson College Indigenous. MOE Read@Academy Call Number: 907.1 SEI
20	Shanahan, T. & Shanahan, C. (2008). "Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy", <i>Harvard Educational Review</i> , 78(1), pp. 40–59. Retrieved from: https://dpi.wi.gov/sites/default/files/imce/cal/pdf/teaching-dl.pdf
21	Shepard, L.A. (2005). "The Role of Assessment in a Learning Culture", <i>Educational Research</i> , 29 (7), pp. 4–14. Retrieved from: www.jstor.org/stable/1176145
22	Tomlinson, C. A. (2004b). "Sharing Responsibility for Differentiating Instruction", <i>Roeper Review</i> , 26(4), pp. 188–200. Retrieved from: http://www.tandfonline.com/doi/abs/10.1080/02783190409554268
23	Tomlinson, C.A. (2014). <i>The Differentiated Classroom: Responding to the Needs of All Learners</i> . Alexandria, USA: Association for Supervision & Curriculum Development. MOE Read@Academy Call Number: 371.394 TOM

S/N	Book/Journal
24	<p>Wiley, J. & Voss, J. (1999). "Constructing Arguments from Multiple Sources: Tasks that Promote Understanding and Not Just Memory for Text", <i>Journal of Educational Psychology</i>, 91(2), pp. 301–311.</p> <p>Retrieved from: https://doi.org/10.1037/0022-0663.91.2.301</p>
25	<p>Wineburg, S. & Martin, D. (2009). "Tampering with History: Adapting Primary Sources for Struggling Readers", <i>Social Education</i>, 73(5), pp. 212–216.</p> <p>Retrieved from: https://www.socialstudies.org/publications/socialeducation/september2009/tampering_with_history</p>

6.3 Assessment

S/N	Book/Journal
1	Arter, J. & McTighe, J. (2001). <i>Scoring Rubrics in the Classroom</i> . Thousand Oaks, CA: Corwin. MOE Read@Academy Call Number: 371.270973 ART
2	Black, P. & Wiliam, D. (1998). "Inside the Black Box: Standards through Classroom Assessment," <i>Phi Delta Kappan</i> , 80(2). Retrieved from: http://www.researchgate.net/publication/44836144_Inside_the_Black_Box_Raising_Standards_Through_Classroom_Assessment
3	Black, P., Harrison, C., Lee, C., Marshall, B. & Wiliam, D. (2003). <i>Assessment for Learning: Putting it into Practice</i> . Berkshire, England: Open University Press. MOE Read@Academy Call Number: 371.3 ASS
4	Brookhart, S.M. (2008). <i>How to Give Effective Feedback to Your Students</i> . Virginia: ASCD. MOE Read@Academy Call Number: 371.1022 BRO
5	Brookhart, S.M. (2013). <i>How to Create and Use Rubrics for Formative Assessment and Grading</i> . Virginia: ASCD. MOE Read@Academy Call Number: 371.26 BRO
6	Butler, S.M. & McMunn, N.D. (2006). <i>A Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning</i> . California: Jossey-Bass. MOE Read@Academy Call Number: 371.27 BUT
7	Chappuis, J. (2015). <i>Seven Strategies of Assessment for Learning, Second Edition</i> . New Jersey: Pearson Education. MOE Read@Academy Call Number: 371.26 CHA
8	Clarke, S. (2005). <i>Formative Assessment in the Secondary Classroom</i> . London: Hodder & Stoughton. MOE Read@Academy Call Number: 373.1270941 CLA
9	Ercikan, K. & Seixas, P. (2015). <i>New Directions in Assessing Historical Thinking</i> . New York: Routledge. MOE Read@Academy Call Number: 907.1 NEW
10	Gipps, C. & Stobart, G. (1993). <i>Assessment: A Teacher's Guide to the Issues</i> . London: Hodder and Stoughton. MOE Read@Academy Call Number: 613.7 CAR
11	Greenstein, L. (2010). <i>What Teachers Really Need to Know about Formative Assessment</i> . Alexandria, Virginia: ASCD. MOE Read@Academy Call Number: 371.264 GRE
12	Kahl, S. (2005). "Where in the World Are Formative Tests? Right Under Your Nose!", <i>Education Week</i> , 25 (September (4)), 11.

S/N	Book/Journal
13	Marzano, R.J. (2010). <i>Formative Assessment and Standards-Based Assessment</i> . Bloomington, Indiana: Marzano Research Laboratory. MOE Read@Academy Call Number: 371.26 MAR
14	Moss, C. & Brookhart, S.M. (2009). <i>Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders</i> . Alexandria, Virginia: ASCD. MOE Read@Academy Call Number: 371.264 MOS
15	National Research Council. (2001). <i>Knowing What Students Know: The Science and Design of Educational Assessment</i> . Washington, D.C.: National Academy Press. MOE Read@Academy Call Number: 371.261 KNO
16	Nitko, A. & Brookhart, S.M. (2010). <i>Educational Assessment of Students (6th Ed.)</i> . New Jersey: Prentice Hall. MOE Read@Academy Call Number: 371.26 NIT
17	Stiggins, R.J., Commodore, C. & Chappuis, S. (2010). <i>Assessment Balance and Quality: An Action Guide for School Leaders (3rd Ed.)</i> . New Jersey: Pearson. MOE Read@Academy Call Number: 371.2 CHA
18	Western and Northern Canadian Protocol for Collaboration in Education. (2006). <i>Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning</i> . Retrieved from: https://www.education.sa.gov.au/sites/default/files/rethinking-classroom-assessment-with-purpose-in-mind.pdf?v=1545282892
19	Wiliam, D. (2011). <i>Embedded Formative Assessment, Second Edition</i> . Bloomington, IN: Solution Tree Press. MOE Read@Academy Call Number: 371.26 WIL