Singapore Examinations and Assessment Board

Cambridge Assessment
International Education

**Singapore–Cambridge General Certificate of Education
Ordinary Level (2024)**

Humanities
(Social Studies, History)
(Syllabus 2273)

CONTENTS

Humanities
(Social Studies, History)

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INTRODUCTION

This Humanities syllabus aims to enable students to acquire knowledge and understanding of events and phenomenon, issues and perspectives, and human actions and behaviours.

Humanities syllabus (2273) comprises two components: Social Studies and History. Both components are compulsory.

The examination format is shown in the table below.

Paper No.	Component	Marks	Weighting	Duration
1	Social Studies	50	50%	1 hr 45 min
2	History	50	50%	1 hr 40 min

Paper 1
Social Studies

INTRODUCTION

The Social Studies curriculum aspires toward the growth of our students as informed, concerned and participative citizens.

At the heart of the Singapore Social Studies curriculum is the preparation of our students to be citizens of tomorrow by helping them to better understand the interconnectedness of Singapore and the world they live in, and appreciate the complexities of the human experience. Drawing on aspects of society that are of meaning and interest to the students, Social Studies seeks to ignite students' curiosity to inquire into real-world issues that concern their lives. Through inquiry and authentic learning experiences, Social Studies helps students to attain relevant knowledge and understanding about these issues, develop critical and reflective thinking skills, and appreciate multiple perspectives.

Social Studies seeks to inculcate in students a deeper understanding of the values that define Singapore society, nurture dispositions to inspire them to show concern for the society and the world in which they live and demonstrate empathy in their relationships with others. The curriculum therefore envisions Social Studies students as informed, concerned and participative citizens, competent in decision-making with an impassioned spirit to contribute responsibly to the society and world they live in.

The Singapore Social Studies Curriculum

Syllabus content is organised around three Issues and is anchored in a set of knowledge skills and values outcomes. The three Issues correspond to societal issues that have been shaping Singapore society and the world. The knowledge, skills and values acquired through a study of these Issues will enable students to enrich and deploy their competencies to respond to real world issues and in the process, strengthen their values as citizens. The following table shows the three Issues, each organised around an inquiry focus which provides a frame for students to inquire and respond to the Issue and related issues.

Issue 1: Exploring Citizenship and Governance

Inquiry Focus – Working for the good of society: Whose responsibility is it?

Why this Issue matters

This Issue invites students to begin exploring what it means to be an informed, concerned and participative citizen. Students will deepen their understanding of their roles as citizens and that of government. In a complex society and world, understanding their roles as citizens will influence how they respond to various situations and issues in Singapore and the world. This will serve to develop a stronger sense of civic consciousness, enhancing the roles they play as citizens who are rooted in Singapore with a global outlook.

Key Understandings

- Understanding of citizenship is varied and complex.

- Different groups of people in society have competing interests and managing these interests requires trade-offs to be made.

- Both citizens and government can play complementary roles in working for the good of society.

Issue 2: Living in a Diverse Society

Inquiry Focus – Living in a diverse society: Is harmony achievable?

Why this Issue matters

This Issue helps students appreciate diversity and the importance of harmony. Students will develop an understanding of who they are as individuals and accept, respect and celebrate diversity as well as common practices and values in a diverse society. This will heighten students' awareness of the need to develop personal and collective responsibility in promoting and maintaining harmony in a diverse society.

Key Understandings

- Identities are diverse and complex.

- Living harmoniously in a diverse society means respecting our differences and appreciating what we share in common.

- We can choose how we respond to diversity in our society.

Issue 3: Being Part of a Globalised World

Inquiry Focus – Being part of a globalised world: Is it necessarily good?

Why this Issue matters

This Issue helps students understand and make meaning of their lives in a globalised world where countries, companies and individuals are interconnected and interdependent. Students will explore the impacts of globalisation in three areas: economy, culture and security. They will understand the complex process of globalisation through examining how the uneven impacts of globalisation in these areas result in trade-offs and tensions. These impacts lead to different responses from countries, companies and individuals. Students will therefore appreciate the complex decision-making process behind responses towards the impacts of globalisation. This understanding will lead them in making well-reasoned and responsible decisions as informed, concerned and participative citizens in a globalised world.

Key Understandings

- Globalisation shapes the interconnections and interdependence between countries and people.

- Globalisation creates tension due to uneven impacts.

- The impact of globalisation results in differing responses from countries and people.

AIMS

Social Studies seeks to develop the competencies of our students to be informed, concerned and participative citizens by the end of a ten-year Social Studies education. These competencies encompass the body of knowledge, skills and values expressed in the Philosophy of Social Studies and they are elaborated below.

As *informed* citizens, students would:

- understand their identity as Singaporeans with a global outlook
- understand different perspectives
- view the world with an understanding of the Singapore perspective
- apply reflective thought in making quality decisions
- analyse, negotiate and manage complex situations
- evaluate information, consider different viewpoints and exercise discernment in reaching well-reasoned conclusions and making responsible decisions.

As *concerned* citizens, students would:

- have a sense of belonging to their community and nation
- appreciate the importance of engaging in issues of societal concern
- be committed to building social cohesion by appreciating diversity in society
- have an awareness of the ethical considerations and consequences of decision-making.

As *participative* citizens, students would:

- be motivated to identify issues of concern and take action
- be resilient in addressing concerns of the community or society in spite of challenges faced
- be empowered to take personal and collective responsibility for effecting change for the good of society, and serve to make a positive difference to others.

ASSESSMENT OBJECTIVES

The assessment objectives are:

Objective 1: Knowledge with Understanding

Candidates should be able to:

- demonstrate an understanding of societal issues.

Objective 2 – Interpreting and Evaluating Sources / Given Information

Candidates should be able to:

- comprehend and extract relevant information
- draw inferences from given information
- analyse and evaluate evidence
- compare and contrast different views
- distinguish between fact, opinion and judgement
- recognise values and detect bias
- draw conclusions based on reasoned consideration of evidence and arguments.

Objective 3 – Constructing Explanations

Candidates should be able to:

- analyse societal issues through different perspectives
- construct reasoned arguments and make informed judgement and recommendations.

O-LEVEL ASSESSMENT SPECIFICATION GRID FOR SOCIAL STUDIES

Assessment Objective	Weighting
Objective 1 + Objective 2	35%
Objective 1 + Objective 3	15%
Total	50%

Note: Objective 1 is inevitably part of the testing of Objectives 2 and 3.

SCHEME OF ASSESSMENT

O-LEVEL SOCIAL STUDIES

- One paper of 1 hour 45 minutes.

- Paper comprises 2 sections:

  Section A: (35 marks)
  One source-based case study testing Assessment Objectives 1 and 2.

  Section B: (15 marks)
  Two structured-response questions testing Assessment Objectives 1 and 3.

- Candidates are required to answer the compulsory source-based case study from Section A and the compulsory structured-response questions from Section B.

Source-Based Case Study

The compulsory source-based case study can be set on any of the three Issues:

- Exploring Citizenship and Governance

- Living in a Diverse Society

- Being Part of a Globalised World.

Candidates will be expected to have an understanding of the ways in which sources may be evaluated. The case study will be set on one of the three Issues of the syllabus and will require the skills and concepts taught during the course. The issue of the case study will be related to the syllabus and may or may not be covered in the syllabus content. Candidates are expected to use their knowledge, skills and conceptual understanding developed during the course to help them use the given sources to answer the questions.

The source-based case study comprises five questions:

Question	Skills Tested	Mark Allocation
1–4	• Source-handling skills on specific sources	25
5	• Source-handling skills requiring use of multiple sources – question will require candidates to consider the issue of the case study from a broader perspective	10

A 'Levels of Response Marking Scheme' **(LORMS)** will be used to assess candidates' responses.

Structured-Response Questions

The compulsory structured-response questions will be set on any of the three Issues in the syllabus. However, in an examination, the questions set will not be on the same Issue as the source-based case study.

The structured-response questions comprise two questions:

Question	Skills Tested	Mark Allocation
6	• Constructing explanation by giving reasoned argument and/or making recommendation on an issue (multiple strategies/multi-causal) – question will require candidates to consider the issue in the context of Singapore	7
7	• Constructing explanation of two factors / perspectives on an issue and making judgement on the relative importance of factors or giving balanced conclusion on the issue	8

A 'Levels of Response Marking Scheme' **(LORMS)** will be used to assess candidates' responses.

O-LEVEL SOCIAL STUDIES SYLLABUS

Issue 1: Exploring Citizenship and Governance	
Descriptor	**Key Understandings**
Inquiry Focus – Working for the good of society: Whose responsibility is it? **Why this Issue matters** This Issue invites students to begin exploring what it means to be an informed, concerned and participative citizen. Students will deepen their understanding of their roles as citizens and that of government. In a complex society and world, understanding their roles as citizens will influence how they respond to various situations and issues in Singapore and the world. This will serve to develop a stronger sense of civic consciousness, enhancing the roles they play as citizens who are rooted in Singapore with a global outlook.	• Understanding of citizenship is varied and complex. • Different groups of people in society have competing interests and managing these interests requires trade-offs to be made. • Both citizens and government can play complementary roles in working for the good of society.

Knowledge Outcomes	Skills Outcomes	Key Concepts
Students will be able to understand: • the different attributes shaping citizenship • the challenges of determining what is good for a society • the functions of government and how governments work for the good of society • how citizens and organised groups can participate in working for the good of society.	Students will be able to: • examine societal issues critically • gather, interpret and evaluate information from different sources to make well-reasoned and substantiated conclusions on societal issues • demonstrate sound reasoning and responsible decision-making that is mindful of the consequences of one's actions on those around them • demonstrate perspective-taking when encountering differing views • demonstrate reflective thinking when reviewing their understanding of societal issues and examining personal assumptions and beliefs about others	• Citizenship • Trade-offs • Governance

Issue 1: Exploring Citizenship and Governance	
Guiding Questions	**Content**

1. What does it mean for me to be a citizen of my country?	• Attributes shaping citizenship
	  – legal status
	  – a sense of identity
	  – participation in public affairs

2. How do we decide on what is good for society?	• Competing needs and interests
	  – managing trade-offs
	
	• Functions of government
	  – rule making, rule execution and rule adjudication

3. How can we work for the good of society?	• Role of government in working for the good of society
	  – maintaining internal order and external security
	  – ensuring justice
	  – providing goods and services for the public
	  – safeguarding interests of citizens
	
	• Role of citizens in working for the good of society
	  – avenues of citizen participation
	    ○ channels of communication between citizens and government
	    ○ individual participation
	    ○ organised groups
	  – outcomes of public participation
	    ○ contributing to needs of society
	    ○ influencing government decisions
	    ○ strengthening citizens' sense of belonging

Issue 2: Living in a Diverse Society	
Descriptor	**Key Understandings**
Inquiry Focus – Living in a diverse society: Is harmony achievable? **Why this Issue matters** This Issue helps students appreciate diversity and the importance of harmony. Students will develop an understanding of who they are as individuals and accept, respect and celebrate diversity as well as common practices and values in a diverse society. This will heighten students' awareness of the need to develop personal and collective responsibility in promoting and maintaining harmony in a diverse society.	• Identities are diverse and complex. • Living harmoniously in a diverse society means respecting our differences and appreciating what we share in common. • We can choose how we respond to diversity in our society.

Knowledge Outcomes	Skills Outcomes	Key Concepts
Students will be able to understand: • the factors that shape identities • the reasons for greater diversity in Singapore • the experiences and effects of living in a diverse society • the various ways in which governments and individuals can respond to the effects of living in a diverse society	Students will be able to: • examine societal issues critically • gather, interpret and evaluate information from different sources to make well-reasoned and substantiated conclusions on societal issues • demonstrate sound reasoning and responsible decision-making that is mindful of the consequences of one's actions on those around them • demonstrate perspective-taking when encountering differing views • demonstrate reflective thinking when reviewing their understanding of societal issues and examining personal assumptions and beliefs about others	• Identity • Diversity • Harmony • Assimilation • Integration

Issue 2: Living in a Diverse Society	
Guiding Questions	**Content**
1. What is diversity?	• Different factors that shape identity and contribute to a diverse society – nationality – race and ethnicity – religion – socio-economic status
2. Why is there greater diversity in Singapore now?	• Reasons for movement of people to Singapore – immigration policy – economic opportunities – socio-cultural environment

3. What are the experiences and effects of living in a diverse society?	• Experiences and effects of living in a diverse society
	– socio-cultural diversity
	  ○ cultural exchange and appreciation
	  ○ prejudice and misconceptions
	– socio-economic diversity
	  ○ exchange and appreciation of ideas, skills and experiences
	  ○ competition for resources

4. How can we respond in a diverse society?	• Responses in a diverse society
	– management and impact of socio-cultural diversity
	  ○ assimilation
	  ○ integration
	– management and impact of socio-economic diversity
	  ○ market-based approach
	  ○ shared responsibility approach
	  ○ government-financed approach

Issue 3: Being Part of a Globalised World	
Descriptor	**Key Understandings**
Inquiry Focus – Being part of a globalised world: Is it necessarily good? **Why this Issue matters** This Issue helps students understand and make meaning of their lives in a globalised world where countries, companies and individuals are interconnected and interdependent. Students will explore the impacts of globalisation in three areas: economy, culture and security. They will understand the complex process of globalisation through examining how the uneven impacts of globalisation in these areas result in trade-offs and tensions. These impacts lead to different responses from countries, companies and individuals. Students will therefore appreciate the complex decision-making process behind responses towards the impacts of globalisation. This understanding will lead them in making well-reasoned and responsible decisions as informed, concerned and participative citizens in a globalised world.	• Globalisation shapes the interconnections and interdependence among countries and people. • Globalisation creates tensions due to the uneven impacts. • The impacts of globalisation result in differing responses from countries and people.

Knowledge Outcomes	Skills Outcomes	Key Concepts
Students will be able to understand: • how technology has made the world more connected • different responses to tensions arising from some economic impacts of globalisation • different responses to tensions arising from some cultural impacts of globalisation • different responses to tensions arising from some security impacts of globalisation	Students will be able to: • examine societal issues critically • gather, interpret and evaluate information from different sources to make well-reasoned and substantiated conclusions on societal issues • demonstrate sound reasoning and responsible decision-making that is mindful of the consequences of one's actions on those around them • demonstrate perspective-taking when encountering differing views • demonstrate reflective thinking when reviewing their understanding of societal issues and examining personal assumptions and beliefs about others	• Globalisation • Interconnections • Interdependence • Homogenisation • Hybridisation • Trade-offs • Security

Issue 3: Being Part of a Globalised World	
Guiding Questions	**Content**
1. What does it mean to live in a globalised world?	• Driving forces of globalisation – developments in transportation – growth of Multinational Corporations (MNCs) – technological advancements

2. How do we respond to tensions arising from some economic impacts of globalisation?	• Economic impact on countries, companies and individuals
	– economic growth and downturn for countries
	– higher profits/ market share and lower profits / market share for companies
	– higher income/ greater employment opportunities and loss of income and employment for individuals
	– responses to economic impacts
	   ○ cooperation and competition among countries
	   ○ innovation and adaptation by companies
	   ○ acquisition of knowledge and skills by individuals

3. How do we respond to tensions arising from some cultural impacts of globalisation?	• Cultural impact on countries and individuals
	– homogenisation and hybridisation
	– different degrees of acceptance and rejection
	   ○ entertainment
	   ○ food

4. How do we respond to tensions arising from some security impacts of globalisation?	• Security impact on countries and individuals
	– security and vulnerability
	– management of trade-offs
	   ○ cyber security challenges
	   ○ transnational terrorism

Paper 2
History

INTRODUCTION

Desired Outcomes of Education and History Education in Singapore

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

- a **confident person** who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgement, thinks independently and critically, and communicates effectively

- a **self-directed learner** who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning

- an **active contributor** who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence

- a **concerned citizen** who is rooted to Singapore, has a strong civic consciousness, is informed, and takes an active role in bettering the lives of others around him.

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

Value of Learning History: Connecting the Past and Present

What is the value of learning History? In a world where attention is often divided between concerns over the present and future, the relevance of History is often questioned. Learning to manage the present and anticipate the future would not be possible without knowing the past. By equipping students with knowledge and attributes, History allows students to draw connections between the past and present by understanding how the nature and impact of past developments explain today's world. History does so by helping learners to become balanced, discerning, empathetic, enquiring, knowledgeable and methodical individuals able to make well-reasoned arguments and decisions.

These attributes support learners to develop the Desired Outcomes of Education so that they become well-prepared individuals, able to acquire personal growth, contribute to the nation and respond to global developments.
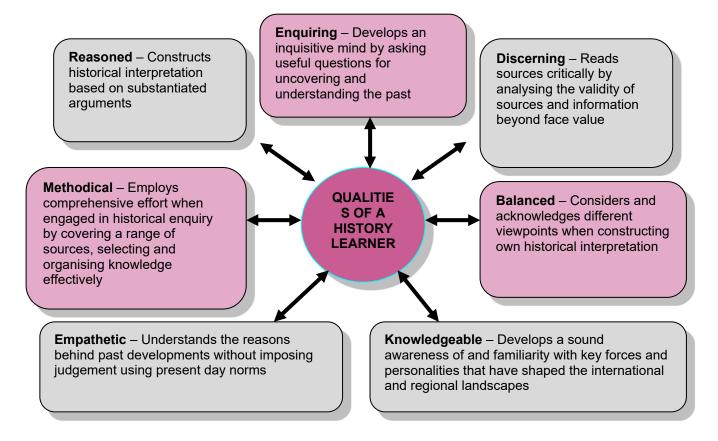
History Education in Singapore

The philosophy of History education and qualities of a History learner were developed to guide and lead students in understanding the fundamental purpose and value of learning History. The statement of philosophy and qualities of a History learner were distilled from dialogues and conversations with teachers, students and professional historians over the character and value of History as a subject and discipline as well as the learning outcomes we hope to achieve in our students.

Statement of Philosophy

History education in Singapore seeks to develop in students a critical appreciation of past human experiences and connections between the past and present.

Qualities of a History Learner

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

Reasoned – Constructs historical interpretation based on substantiated arguments

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

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

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

QUALITIES OF A HISTORY LEARNER

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

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

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

AIMS

The revised Upper Secondary History syllabus aligns the value of History learning with the aims of the Desired Outcomes of Education by developing in students the qualities of a history learner through:

- engaging students actively in historical enquiry so as to develop them into confident, self-directed, critical and reflective thinkers

- enabling students to acquire knowledge and understanding of selected periods, societies and aspects of history

- acquainting students with an understanding of how the past has been interpreted, represented and accorded significance for different reasons and purposes

- developing 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

- developing in students the ability to organise and communicate their historical knowledge and understanding through a variety of ways using different media

- equipping them with the necessary historical knowledge, understanding, dispositions and skills to understand the present and contribute actively and responsibly as local and global citizens to further study and the pursuit of personal interest in the past.

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 therefore 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

- the process of change by showing change and/or development within and across the periods of study.

Skills

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

- asking significant questions about the events, issues, forces or developments

- comparing different aspects of the periods, events and issues studied to establish change and continuity

- analysing and evaluating the causes and consequences of historical events and situations whilst avoiding excessively abstract generalisations

- assessing and establishing the significance of individuals, ideas, events, forces and developments on societies

- interpreting and acquiring information derived from various sources of information and evidence from a variety of media to support an enquiry

- identifying points of view in History through distinguishing bias, fact and opinion in history writing

- analysing, evaluating and synthesising historical data to make informed decisions / conclusions on the often tentative nature of judgements about the past

- organising and communicating historical knowledge and understanding through the use of appropriate historical terms and ideas appropriate to the mode of delivery, purpose and audience

- drawing conclusions from the study of evidence and appreciating that historical conclusions are liable to reassessment in the light of new or reinterpreted evidence.

Values

Students demonstrate the internalisation of key values and mindsets associated with history learning when they:

- show sensitivity to how people's views and perspectives shape their interpretation of events, issues or developments in any specific time and space

- are aware of how cultural, intellectual and emotional contexts shape the thinking, value systems, decisions and actions of different peoples and groups in different times and places

- show openness to and respect for diverse, and sometimes opposing viewpoints

- tolerate ambiguity and are able to pose relevant questions to conduct further investigation independently

- modify and adapt their thinking according to multiple sources of information, perspectives and different circumstances, underpinned by sound moral values

- recognise, question and refine the value system which provides a moral compass in governing their actions as citizens

- empathise with people from different social, cultural, economic and political backgrounds

- identify and embrace connections between themselves and the larger community (past and present) and realise that their actions impact others thus promoting a commitment to improve the world.

ASSESSMENT OBJECTIVES

Objective 1: Deploy Knowledge

Candidates should be able to:
- recall, select, organise and use historical knowledge in context.

Objective 2: Construct Explanation and Communicate Historical Knowledge

Candidates should be able to demonstrate:

- their understanding of the past through explanation and analysis of:
    - key concepts: causation, consequence, continuity, change and significance within a historical context
    - key features and characteristics of the periods studied and the relationship between them

- their ability to evaluate causation and historical significance to arrive at a reasoned conclusion.

Objective 3: Interpret and Evaluate Source Materials

Using source materials, candidates should be able to understand, analyse and evaluate:

- a range of source materials as part of an historical enquiry

- how aspects of the past have been interpreted and represented in different ways through:
  – 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 utility of given information
  – drawing conclusions based on a reasoned consideration of evidence and arguments.

ASSESSMENT SPECIFICATION GRID

Assessment Objectives	Paper (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 40 minutes**. The assessment modes comprise source-based case study and structured-essay questions.

The Making of the Contemporary World Order (1900s–1991)	
Section A: Source-Based Case Study (30%) • Max of 6 sources • Q1a–e: source-based questions (A01+A03)	30m
Section B: Structured-Essay Questions (20%) • Answer 1 out of 2 questions set (A01+A02) • Each question will have 2 sub-parts • Part (a) requires candidates to explain events and/or issues [8m] • Part (b) requires candidates to evaluate and make judgement on events and/or issues [12m]	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. Obscure terms (other than those which should be known to those who have studied the syllabus) will be annotated.

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

The weighting for each question will be indicated in brackets. A 'Levels of Response Mark Scheme' (LORMs) will be used to assess candidates' answers. Answers to the questions will be graded according to the coherence and consistency of the argument. Credit will be given to points offered by candidates that are not on the suggested marking schemes as long as the points are logical and sufficiently substantiated.

Section B: Structured-Essay Questions

Candidates are required to answer 1 out of 2 questions set. The questions will test Objectives 1 and 2 and will consist of 2 sub-parts which will test different skills. Part (a) will require candidates to construct an explanation of events and/or issues while part (b) will require candidates to evaluate and make judgement on events and/or issues. Each question is worth a total of 20 marks with part (a) worth 8 marks and part (b) worth 12 marks. The questions will be marked using the 'Levels of Response Mark Scheme' (LORMs).

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

SYLLABUS OUTLINE

The Making of the Contemporary World Order (1900s–1991)

To be effective citizens and participants in the 21st century, students need to understand how the present world system came into being, and the inter-connectedness of nation-states and peoples. The revised O-Level History Elective syllabus seeks to examine the key forces and developments which have shaped international history in the 20th century. Through this revised syllabus, history students will acquire not just an awareness of concepts such as balance of power, hegemony, geopolitics and nationalism, but also historical thinking skills.

Unit 1 starts with the narrative of Europe in crisis. It examines how, in the first half of the 20th century, European rivalries erupted into two world wars and the rise of authoritarianism that challenged the governments in Europe and led to the collapse of European hegemony. Unit 2 analyses the shift in the global balance of power from Europe to the USA and USSR at the end of WWII. This re-alignment led to the emergence of a bi-polar world dominated by ideological, geopolitical and economic competition between the two superpowers. The end of the Cold War in 1991 concludes the most recent phase of great power politics and competition.

The use of an enquiry question in each unit provides the focal point for students to investigate, extract, order, collate, synthesise and analyse information to formulate and test a hypothesis and reach a conclusion on issues explored in the syllabuses.

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

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

2.   What caused these major forces and developments?

3.   Who were the key players involved?

4.   How did the developments influence people's decisions and actions and vice-versa?

5.   How did people's views and perspectives shape their interpretation of these developments?

6.   How did these developments impact societies?

Unit 1 – The World in Crisis

What forces and developments changed Europe and the Asia–Pacific in the first half of the 20th century?

- Impact of World War I
- Rise of authoritarian regimes and its impact in the interwar years
    - *Case study of Communist Russia
    - *Case study of Nazi Germany

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

Unit 2 – Bi-Polarity and the Cold War

How did the Cold War impact the world order in the post-1945 years?

- Cold War and the bi-polar world order
    - Reasons for the Cold War in Europe
- Manifestation of the Cold War outside Europe
    - *Case study of Korean War, 1950–53
    - *Case study of Cuban Missile Crisis, 1962
- Reasons for the end of the Cold War

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

AMPLIFICATON OF SYLLABUS DETAILS

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

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

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

Key Knowledge	Learning Outcomes	Key Concepts

*Case study of Nazi Germany
– Reasons for the rise of Hitler in Germany
   ○ Weaknesses of the Weimar government
   ○ Hitler's leadership
– Impact of Hitler's rule on Germany
   ○ Political: consolidation of power, one-party rule
   ○ Economic: Recovery and Nazi control of the economy, and militarisation
   ○ Social: controlled society, culture of fear, persecution of Jewish people and other minority groups
 	
• World War II in Europe and the Asia–Pacific
– Reasons for the outbreak of WWII in Europe
   ○ Weaknesses of the League of Nations
   ○ Hitler's aggressive foreign policy
   ○ Policy of appeasement
– Reasons for the outbreak of WWII in the Asia–Pacific
   ○ Economic crisis in Japan
   ○ Japan's expansionist foreign policy
   ○ Weaknesses of League of Nations
   ○ Japan's worsening relations with the USA
– Reasons for the defeat of Germany
   ○ USA's entry into WWII
   ○ Over-extension of Hitler's army on many fronts
– Reasons for the defeat of Japan
   ○ Allied victory in Europe
   ○ Economic and military might of USA
   ○ Over-extension of Japanese empire
 	
Note: Teachers should note that detailed study of the military campaigns of WWII is not required.		

Unit 2 – Bi-Polarity and the Cold War Enquiry Question: How did the Cold War impact the world order in the post-1945 years?	
Overview At the end of World War II, a war-torn and weakened Europe created a power vacuum that gave rise to a world order that was characterised by the emergence of two superpowers, the United States of America and the Soviet Union. This unit focuses on the military, economic and political confrontation between the United States of America and the Soviet Union. It looks specifically at the causes and consequences of this rivalry that resulted in the Cold War and the creation of a bi-polar world. Students learn how the rivalry between the two superpowers has shaped relations within and outside of Europe since 1945. Students will look at the reasons for the sudden end of the Cold War in 1991.	**Making Connections** In studying the Cold War years, students will be able to understand how superpower rivalry has shaped international relations. Students will appreciate how differences in ideas shape the interaction between powers and their relationship with the rest of the world. An awareness of how individuals and groups interacted with each other across contexts within the Cold War period would enable students to recognise that decisions then can have consequences on people and countries till today. In examining the reasons for the end of the Cold War, students will appreciate how the decisions and actions of individuals can lead to momentous changes both at the national and international levels. Students will also understand that while key players are responsible for driving changes, they are also constrained by the context in which they operate, and their decisions and actions can result in unintended consequences.

Key Knowledge	Learning Outcomes	Key Concepts

• Cold War and the Bi-polar World Order
 – Reasons for the Cold War in Europe
  ○ Post-WWII rise of USA and USSR as superpowers: collapse and decline of old European powers
  ○ US-Soviet mistrust and rivalry: breakdown of wartime alliances, division of Europe after WWII, differences in ideology, American containment policy and Soviet responses, military alliances
• Manifestation of the Cold War Outside Europe
*Case study of Korean War, 1950–53
 – Reasons for the conflict
  ○ Partition of Korea after World War II
  ○ Emergence of communist China
  ○ Role of external powers in the conflict: USA, USSR and China
*Case study of Cuban Missile Crisis, 1962
 – Reasons for the conflict
  ○ Cuba's strategic importance to USA
  ○ Tensions between USA and Cuba: Castro's policies and American responses
  ○ Role of external powers in the conflict: USA and USSR (Kennedy and Khrushchev)
• End of the Cold War
 – Reasons for the end of the Cold War
  ○ US economic might
  ○ Weaknesses of the Soviet economy
  ○ Impact of glasnost and perestroika on the USSR and Eastern Europe
	Students will be able to:
	
	Knowledge and Skills
	• assess the immediate impact of World War II on Europe
	• analyse the impact of the rivalry of the USA and USSR in the aftermath of World War II on the world order
	• explain how Cold War tensions are manifested in and outside of Europe
	• examine the reasons for the outbreak of the Korean War and the Cuban Missile Crisis
	• evaluate the role of superpowers and regional powers in localised conflicts, with special reference to the Korean War and Cuban Missile Crisis
	• examine the reasons for the end of Cold War
		• Bi-Polarity
		• Communism
		• Containment
		• Democracy
		• Ideology
		• Proxy war
		• Superpower rivalry
		• Glasnost
		• Perestroika