

History

Singapore-Cambridge General Certificate of Education Advanced Level Higher 1 (2021)

(Syllabus 8821)

CONTENTS

	<i>Page</i>
INTRODUCTION	2
AIMS	3
ASSESSMENT OBJECTIVES	3
SCHEME OF ASSESSMENT	4
SYLLABUS CONTENT	5
APPENDICES	9
A: Generic Level Descriptors for Section A: Source-based Case Study	
B: Generic Level Descriptors for Section B: Essays	
C: Glossary of Historical Concepts	
D: Recommended Reading List	



INTRODUCTION

The A-Level History curriculum reflects the value placed on the study of History and the development of 21st Century Competencies by seeking to:

- develop in the learner the dispositions to be curious about the past and be open to multiple perspectives
- prepare the learner for the future by equipping him/her with analytical and critical thinking skills such as the ability to assess evidence and evaluate conflicting interpretations to make informed judgements of the past and better understand the present
- help the learner understand change and develop global awareness and cross-cultural skills in order to play an active role in future developments in society
- enhance the learner's sense of identity
- cultivate an informed citizen.

These objectives are aligned to the statement of philosophy of History education in Singapore. The philosophy, which underpins the design of History education from lower secondary to the pre-university level, encapsulates the fundamental purpose and value of learning History:

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

The curriculum shape for A-Level History encapsulates the key features of the H1, H2 and H3 syllabuses.

History Curriculum Shape



The A-Level History curriculum seeks to develop historical understanding (core) through the study of local, regional and global developments which highlight historical agency (outermost ring). As illustrated in the inner ring, historical understanding is developed by providing opportunities for students to:

- (a) deepen historical knowledge through content concepts
- (b) strengthen disciplinary thinking through historical concepts
- (c) apply historical methods and processes through historical inquiry

H1 History provides opportunities to develop students' historical knowledge, core skills and understanding of the subject's disciplinarity. Greater emphasis will be given to developing conceptual understanding of historical knowledge. Consequently, this approach encourages students to gain greater depth in understanding historical events and their connections to the present. This will also be achieved through the emphasis on historical agency, allowing students to appreciate the complexities of multiple perspectives and the dynamic interactions between diverse actors in understanding local, regional and global developments.

AIMS

By the end of offering H1 History, students would be able to:

- develop interest in and curiosity about the past
- develop historical understanding through
 - acquiring a sound knowledge of selected periods and issues
 - examining historical issues and events through exploring a variety of historical sources
 - applying historical concepts in examining historical issues and events
 - using historical methods and processes
- think independently and make informed judgements of historical issues and events
- communicate substantiated arguments on historical issues and events in a clear and well-structured manner
- develop empathy with people living in diverse places and at different times
- enhance their sense of identity

ASSESSMENT OBJECTIVES

H1 History students are expected to:

AO1 (Demonstrate Historical Knowledge and Understanding):

- Select and deploy historical knowledge appropriately, and communicate historical knowledge and understanding in a clear and effective manner.

AO2 (Critically Analyse and Evaluate Historical Issues):

- Construct historical explanations that demonstrate an understanding of historical concepts and issues within a historical period.
- Make judgements and reach conclusions based on reasoned consideration of historical evidence and interpretations.

AO3 (Interpret and Evaluate Sources):

- Interpret, evaluate and use source materials in context as historical evidence.
- Make judgements and reach conclusions based on reasoned consideration of historical sources.

SCHEME OF ASSESSMENT

ASSESSMENT SPECIFICATION GRID

Assessment Objective	Marks Allocation	Total
AO1 + AO2	60 marks	60%
AO1 + AO3	40 marks	40%
Total	100 marks	100%

Note:

AO1 forms part of the testing of AO2 and AO3.

ASSESSMENT FORMAT

The examination consists of one paper, with duration of 3 hours. The assessment modes comprise a compulsory source-based case study and essay questions.

The Cold War and the Modern World (1945–2000) (3hrs, 100% weighting)

Section	Item and Description	AOs	Marks / Weighting
A (Source-based Case Study)	(Theme I: Understanding the Cold War, 1945-1991) Candidates will answer the <u>compulsory</u> source-based case study set comprising two sub-questions. (a): Compare 2 sources (10 marks; 10%) (b): Test assertion using all sources (30 marks; 30%)	AO1 + AO3	40 marks (40%)
B (Essays)	Candidates will answer: <ul style="list-style-type: none"> 1 out of 2 essay questions set on Theme II (30 marks; 30%) 1 out of 2 essay questions set on Theme III (30 marks; 30%) 	AO1 + AO2	60 marks (60%)

Note:

AO1 forms part of testing of AO2 and AO3.

DESCRIPTION OF COMPONENTS

SOURCE-BASED CASE STUDY

Theme I Understanding the Cold War, 1945–1991 is prescribed for source-based case study. Candidates are expected to have a sound knowledge of the prescribed topic and an acquaintance with the kinds of sources available. The question will be based on sources that might be used by historians in building up an account of the topic. Both primary and secondary sources could be used for the source-based case study. Candidates will be expected to have an understanding of the ways in which these sources may be evaluated, but an understanding of historiography will not be required in source analysis and evaluation.

A maximum of five sources will be set for the source-based case study. Differing accounts of the same situations or accounts from the same source may be set. These accounts may show different views as time progresses or in communicating with different recipients. A variety of sources may be used, for example, documentary, statistical, visual and maps. The sources set will usually total no more than 800 words (or their equivalent where non-textual sources are used). The first sub-question requires candidates to compare two sources. The second sub-question poses candidates with an assertion which they need to test against the given set of sources and their background knowledge of issues.

The source-based sub-questions will be assessed using holistic level descriptors. The assessment involves qualitative rather than quantitative evaluation. Judgements on the appropriate level of each essay assessed will be based on the principle of 'best fit' determined by the descriptions within each level which has several assessment criteria.

ESSAY QUESTIONS

Candidates' answers should be focused and show evidence of historical understanding and reading. In addition, the answers should demonstrate a high level of conceptual ability and an evaluation of the assumptions implied in the question. Candidates are required to answer in continuous prose and the clarity of language used by the candidate in presenting the argument will be taken into account. Essay questions will not be set on Theme I which is prescribed for source-based case study.

The essay questions will be assessed using holistic level descriptors. The assessment involves qualitative rather than quantitative evaluation. Judgements on the appropriate level of each essay assessed will be based on the principle of 'best fit' determined by the descriptions within each level which has several assessment criteria.

SYLLABUS CONTENT

The Cold War and the Modern World (1945–2000)

The H1 History syllabus focuses on a study of the Cold War and its impact on developments in Asia as well as the developments of the United Nations after 1945, as follows:

Theme I: Understanding the Cold War, 1945–1991

Theme II: The Cold War and Asia, 1945–1991

Theme III: The Cold War and the United Nations, 1945–2000

With the end of World War II, the USA and USSR emerged as ideologically opposed superpowers and Europe was the initial theatre where the rivalry between the two parties played out. While the USA and USSR first faced off in Europe, their Cold War contestation eventually extended to other parts of the world, such as Korea and Cuba. Through their continual efforts to discredit and weaken each other, the USA and USSR waged a global 'war' that lasted more than four decades, affecting several parts of the world.

One of the regions that the Cold War impacted was Asia. With China's emergence as a Communist country during the Cold War period, Cold War forces had a significant bearing on Sino-American and Sino-Soviet relations. Similarly, the Cold War had its influence on Southeast Asia, as seen from ASEAN's response to the Cold War bipolarity, superpower involvement in the Second Indochina War, and Singapore's foreign policy in response to the Cold War environment.

With the USA and USSR as permanent members in the United Nations (UN) Security Council, Cold War politics also affected the functioning and effectiveness of the UN. In some instances, the Cold War impacted the UN organs positively and enabled them to fulfill their functions effectively towards achieving the UN's aims. In other circumstances, Cold War fault lines impeded the UN's ability to unite members towards achieving common goals that served the interests of the international community. The study of various peacekeeping operations provide insights into how the UN's successes and limitations can be attributed to the interplay of factors such as the Cold War, the unique demands of individual conflicts, and the UN's capabilities. With the transition to the post-Cold War period, UN peacekeeping efforts benefited in some ways from the decreased emphasis on Cold War priorities, though new expectations and remnant Cold War divisions continued to challenge the UN's effectiveness.

At the end of the course, students will acquire a disciplinary understanding of cause and effect through a study of the interactions between global, regional and local forces that shaped developments in Asia and the United Nations. They will also develop an understanding of change and continuity through an examination of the development of the Cold War across different contexts over time.

Theme I		Understanding the Cold War, 1945–1991 How did the Cold War impact global developments after 1945?	
OVERVIEW		MAKING CONNECTIONS	
<p>In this theme, students will examine how the Cold War developed after the Second World War with the USA and USSR emerging as ideologically opposed superpowers. While they never faced off in a direct military confrontation, the two superpowers used various strategies and allies to discredit and weaken each other. Students will also study how the Cold War extended beyond Europe to engulf many parts of the world in a new bipolar world order that saw many parts of the world not previously considered strategically important by western powers assuming central significance. The long-term impact of waging the Cold War eventually culminated in popular movements and leaders' actions to end the Cold War, bringing the focus back to Europe.</p>		<p>Today's multipolar world stands in contrast to the bipolar division of the Cold War years and the unipolar hegemony of the USA in the immediate aftermath of the end of the Cold War. At present, various powers are recognised for their extensive political and economic influence with the USA, the European Union and China being prominent examples. This balance of power between the superpowers and regional powers to achieve international stability continues to be riddled with challenges in the form of terrorism, civil strife and ongoing wars. Understanding the Cold War would provide students with insights into how a superpower like the USA and regional powers behaved and the motivations behind the decisions made.</p>	
CONCEPTS (Students understand:)	CONTENT (Students study:)	LEARNING OUTCOMES (Students are able to:)	
<p>Historical Concepts</p> <ul style="list-style-type: none"> • cause and effect • change and continuity <p>Content Concepts</p> <ul style="list-style-type: none"> • superpower • ideology • Cold War • nuclear balance of power • people's power • proxy war 	<p>Emergence of Bipolarity after WWII</p> <ul style="list-style-type: none"> • Reasons for the emergence of tensions between the USA and USSR • Manifestations of emerging tensions: Yalta and Potsdam conferences, Sovietisation of Eastern Europe, Churchill's Iron Curtain speech, Kennan's Long Telegram, Truman Doctrine and Marshall Plan, Berlin Blockade, NATO and Warsaw Pact <p>A World Divided by the Cold War</p> <ul style="list-style-type: none"> • Manifestations of the global Cold War: Korean War (1950–1953), Cuban Missile Crisis (1962) <ul style="list-style-type: none"> – Increased bipolar competition between the USA and Soviet Union – Superpowers' search for ideological and strategic allies – Success and limitations in sustaining allies <p>End of Bipolarity</p> <ul style="list-style-type: none"> • US policy of renewed containment and confrontation • Popular movements in the West and the Eastern Bloc to end the Cold War • Collapse of the USSR and the end of the Cold War 	<ul style="list-style-type: none"> • evaluate the factors contributing to the outbreak of the Cold War • analyse the manifestation of the Cold War conflict across different contexts, and its impact • evaluate the reasons for the end of the Cold War 	

Note: The compulsory source-based case study will be set on Theme I Understanding the Cold War, 1945–1991. Essay questions will not be set on this theme.

Theme II		The Cold War and Asia, 1945–1991 How did the Cold War impact developments in Asia after 1945?	
OVERVIEW		MAKING CONNECTIONS	
<p>In this theme, students will examine how the Cold War impacted developments in Asia. Through a study of superpower relations with China, students will analyse the extent to which the Cold War impacted Sino-American and Sino-Soviet relations. Students will also examine how changing historical contexts affected the trajectory of superpower relations with China over time during the Cold War. In addition, students will analyse how forces external to and within Southeast Asia contributed to Southeast Asian actors' responses to the development of the Cold War. They will understand that while Southeast Asian countries were not always able to directly influence the manner in which the Cold War developed in the region, they were able to actively respond to Cold War forces as they sought to achieve national and/or regional objectives.</p>		<p>In the international arena today, there remains a focus on the interactions between countries with more established economies, such as America and China. The study of Sino-Soviet and Sino-American relations during the Cold War provides a gateway into exploring the considerations that shape relations between powerful international actors. In addition, shifts in the diplomatic relations between more powerful countries often have significant political and economic implications for the international community and individual countries. In light of this, the manner in which Cold War rivalry impacted Southeast Asia, including Singapore, aptly encapsulates how such shifts in big power relations can affect the domestic and regional landscapes.</p>	
CONCEPTS (Students understand:)	CONTENT (Students study:)	LEARNING OUTCOMES (Students are able to:)	
<p><u>Historical Concepts</u></p> <ul style="list-style-type: none"> • cause and effect • change and continuity <p><u>Content Concepts</u></p> <ul style="list-style-type: none"> • diplomacy • ideology • proxy war • regionalism 	<p>Superpower relations with China (1950–1979)</p> <ul style="list-style-type: none"> • Sino-Soviet relations <ul style="list-style-type: none"> – Sino-Soviet Treaty of Friendship (1950) – Worsening Sino-Soviet relations (1960–1979) • Sino-American relations <ul style="list-style-type: none"> – Impact of the Korean War on Sino-American relations – American economic and military aid to Taiwan – Improving Sino-American relations (1970–1979) <p>The Cold War and Southeast Asia (1945–1991)</p> <ul style="list-style-type: none"> • ASEAN and the Cold War <ul style="list-style-type: none"> – Formation of ASEAN – ASEAN's responses to Cold War bipolarity • The Second Indochina War (1964–1975) <ul style="list-style-type: none"> – Soviet and Chinese support for North Vietnam – American involvement and North Vietnamese responses • Singapore's Foreign Policy during the Cold War (1965–1991) <ul style="list-style-type: none"> – Development of Singapore's foreign policy after independence: Survival and Realism – Singapore's responses to the Second and Third Indochina Wars 	<ul style="list-style-type: none"> • evaluate the development of superpower relations with China during the Cold War • analyse the factors contributing to the involvement of external powers in Southeast Asia during the Cold War and their impact • analyse how different actors from Southeast Asia responded to the development of the Cold War in the region 	

Note: Essay questions will be set on Themes II and III.

Theme III		The Cold War and the United Nations, 1945–2000 How did the Cold War impact the development of the United Nations after 1945?	
OVERVIEW		MAKING CONNECTIONS	
<p>In this theme, students will analyse the political effectiveness of the United Nations (UN) in maintaining international peace and security in the context of the Cold War and post-Cold War landscapes. Great power politics had far-reaching implications on the functions and effectiveness of the UN as it strove to maintain international peace and security. In examining peacekeeping operations spanning the Cold War and post-Cold War eras, students will understand the extent of influence which the Cold War had on the UN's development over time.</p>		<p>The UN is the world's most representative inter-governmental organisation. It reflects the potential and enduring challenges of international institutions in maintaining international peace and security, in a world order where nation-states are the primary unit. A study of the development of the UN to its present state highlights how great power politics and national interests will continue to remain significant in determining the effectiveness of the UN's expanding functions.</p>	
CONCEPTS (Students understand:)	CONTENT (Students study:)	LEARNING OUTCOMES (Students are able to:)	
<p>Historical Concepts</p> <ul style="list-style-type: none"> • cause and effect • change and continuity • <p>Content Concepts</p> <ul style="list-style-type: none"> • collective security • power politics • sovereignty • veto 	<p>Organisational Structure of the UN</p> <ul style="list-style-type: none"> • Impact of the Cold War on the roles of the Security Council, General Assembly and Secretary-General <p>Effectiveness of UN Peacekeeping Operations in Maintaining Peace and Security</p> <ul style="list-style-type: none"> • The United Nations during the Cold War <ul style="list-style-type: none"> – Suez Crisis (1956) – Congo (1960) – Lebanon (1978–1985) • The United Nations after the Cold War <ul style="list-style-type: none"> – Cambodia (1992) – Somalia (1992) – Kosovo (1999) 	<ul style="list-style-type: none"> • evaluate how the Cold War influenced the development of the United Nations • analyse the political effectiveness of the United Nations during the Cold War • analyse the political effectiveness of the United Nations after the Cold War 	

Note: Essay questions will be set on Themes II and III. For Theme III, the essay questions set will not require candidates to compare the effectiveness of UN peacekeeping during and after the Cold War.

APPENDICES

APPENDIX A: GENERIC LEVEL DESCRIPTORS FOR SECTION A: SOURCE-BASED CASE STUDY

Introduction

These level descriptors address AO3 and also exemplify how AO1 will be demonstrated. They should be used in conjunction with the indicative content mark schemes for each question. The Level in which an answer is placed depends upon a range of criteria. As a result not all answers fall obviously into one particular Level. In such cases, a response must be placed in the most appropriate Level using a 'best-fit' approach.

In marking an answer, examiners should first place it in a Level and then ascertain a precise mark by examining how closely the demands of the Level have been demonstrated.

Part a: 10 marks

Level	Marks	Descriptor
3	8–10	<p>The answer will make effective use of both sources. There will be clear explanation on how far the sources corroborate and differ (i.e. supported with source details).</p> <p>Towards the upper end of the level, the answer will also demonstrate developed evaluation of both sources, providing critical insight into the reasons for their similarities and differences.</p> <p>At the lower end of the level, the insight into the reasons for similarities and differences may be uneven. Answers in which only one source is evaluated may also be found in this level.</p>
2	4–7	<p>The answer will use both sources. There will be clear explanation on how far the sources corroborate and differ and this will be supported with source details.</p> <p>Towards the upper end of the level, the answer will use detail from each source to explain the similarities and differences between the sources. Answers which argue that the sources agree or disagree with each other (i.e. one sided) but provide critical insight into the reasons for the similarities or differences may be found in this level.</p> <p>Towards the lower end of the level, the answer may be one-sided, explaining either similarities or differences between the sources. Alternatively, the answer could treat the sources separately with most or all of the comparison implicit.</p>
1	1–3	<p>The answer will describe the content of each source and is likely to be characterised by paraphrasing or quotation. Very simple comparisons may be made but these will not be developed (e.g. one source is from a speech and the other is from a letter). Answers that are simply based on contextual knowledge, with no source use, should be credited at this level.</p> <p>Towards the upper end of the level, there may be some attempt to explain how far the sources corroborate and/or differ, but any explanation will be confused or partial.</p>
0	0	No evidence submitted or answer does not address the question.

Part b: 30 marks

Level	Marks	Descriptor
5	25–30	<p>The answer will treat sources as a set and make very good use of the sources. It will demonstrate a good understanding of the question. Sources may be cross-referenced to support and/or challenge the hypothesis. The approach will show critical awareness and the sources will be evaluated in context in order to make a judgement and reach a conclusion on how far the sources can be said to support the premise of the question.</p> <p>Towards the upper end of the level, the answer will present a sustained analytical argument and reach a supported conclusion. Towards the lower end of the level answers will demonstrate many of these features but may be less even or convincing in their approach.</p>
4	19–24	<p>The answer will treat sources as a set and make good use of the sources. It will demonstrate a clear understanding of the question. Sources may be cross-referenced to support and/or challenge the hypothesis. There will be an attempt to evaluate the sources in context but there will be gaps, unevenness and a lack of balance.</p> <p>Towards the upper end of the level, the answer may begin to formulate a judgement in relation to the question although this is likely to be partial and incomplete. Towards the lower end of the level the response will contain some evaluation of the source material but the answer is likely to be uneven or lacking in balance.</p>
3	13–18	<p>The answer will begin to treat sources as a set although they may still be taken at face value. It will demonstrate some understanding of the question. Some sources may be cross-referenced to support and/or challenge the hypothesis. There will be an attempt to evaluate sources through references to the source content and/or provenance, but the sources will not be placed in context.</p> <p>Towards the upper end of the level, answers will make a case to support and challenge the statement in question, developing their points through accurate references to the source content and/or provenance. Such answers are likely to use all of the sources and may make cross-references to support their ideas. At the lower end of the level some sources may be neglected or used in a way which is not valid. The support/challenge element of the responses may also be uneven.</p>
2	7–12	<p>The answer will use relevant information from sources at face value to support and/or challenge the hypothesis. Sources may be used in isolation. The answer may demonstrate some awareness of provenance of the sources but evaluation of the sources is unlikely.</p> <p>Towards the upper end of the level, answers will be balanced, using most of the sources, and may contain some valid evaluations. At the lower end of the level answers may be one-sided or use a limited range of sources.</p>
1	1–6	<p>The answer will make limited use of the sources. The sources may be paraphrased or described. Answers which are simply based on contextual knowledge with no source use should be credited at this level.</p> <p>Towards the upper end of the level, some relevant information from the sources may be extracted at face value to support and/or challenge the hypothesis, but the answer may be undeveloped.</p>
0	0	No evidence submitted or the answer does not address the question.

APPENDIX B: GENERIC LEVEL DESCRIPTORS FOR SECTION B: ESSAYS**Introduction**

These level descriptors address AO2 and also exemplify how AO1 may be demonstrated. They should be used in conjunction with the indicative content mark schemes for each question. The level in which an answer is placed depends upon a range of criteria. As a result not all answers fall obviously into one particular level. In such cases, a response must be placed in the most appropriate level using a 'best-fit' approach.

In marking an answer, examiners should first place it in a level and then ascertain a precise mark by examining how closely the demands of the level have been demonstrated. Credit will be given to those who can offer case studies to support their arguments.

Level	Marks	Quality of the Answer
6	26–30	<p>The essay will be focused clearly on the demands of the question. The approach will be analytical or explanatory, demonstrating clear understanding of historical concepts relevant to analysis and to the topic. The essay will be relevant. The argument will be structured coherently and supported by accurate factual material. The essay will make a judgement and reach a reasoned conclusion in response to the question. The writing will be accurate.</p> <p>Towards the top of the level, responses are expected to be analytical, focused and balanced throughout. At the lower end of the level, there will be some unevenness in analysis.</p>
5	22–25	<p>The essay will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation. The essay will show evidence of understanding of relevant historical concepts, and some use of these will be made in analysis. The essay will be largely relevant. Most of the argument will be structured satisfactorily but some parts may lack full coherence. The essay will achieve a genuine argument but may be uneven in terms of balance or depth in factual knowledge. The writing will be generally accurate.</p> <p>Towards the upper end of the level, the response will be analytical and well informed. It will attempt to make a judgement although this may not be fully supported or convincing. Towards the lower end of the level, responses might be less well-supported or contain sections of narrative or description which are not linked to the argument.</p>
4	17–21	<p>The essay will indicate attempts to argue relevantly, although often implicitly. The approach may be uneven and contain some analysis and explanation and some narrative or description. The essay will show evidence of knowledge of historical concepts and attempts may be made to use historical concepts to aid analysis. The structure of the argument could be organised more effectively. The writing will usually be accurate.</p> <p>Towards the top of the level, responses will make an explicit attempt to address the requirements of the question. Towards the lower end of the level, responses are likely to contain detailed factual material with some focused analysis, but the argument will be less coherent.</p>

Level	Marks	Quality of the Answer
3	13–16	<p>The essay will offer some appropriate factual material but there will be little attempt generally to link factual material to the requirements of the question. The approach will be descriptive and lack analysis. The essay may include some references to historical concepts but these will not be used to develop an analytical argument. The structure will show weaknesses and the treatment of topics within the essay will be unbalanced. The writing may show some accuracy.</p> <p>Towards the top of the level, responses contain detailed factual material. However, attempts to argue relevantly are implicit or confined to introductions and conclusions. The approach will be descriptive rather than evaluative. Alternatively, responses may offer an analytical framework which contains some supporting material. Towards the lower end of the level, responses might offer some narrative or description relating to the topic, but are unlikely to address the question directly.</p>
2	9–12	<p>The essay will not be properly focused on the requirements of the question. The essay may include references to historical concepts but these may not be fully understood or effectively supported. The argument may be of limited relevance to the topic.</p> <p>Towards the upper end of the level, answers may begin to make some relevant points which are only partially supported. The answer may contain assertions. There may be commentaries that lack sufficient factual support. At the lower end of the level, there may be confusion about the implications of the question and many unsupported assertions.</p>
1	1–8	<p>The essay will be characterised by significant irrelevance or argument that does not begin to make significant points. The essay may mention historical concepts but these will not be understood. The answers may be largely fragmentary and incoherent. Towards the upper end of the level, the essay may show some awareness of relevant material.</p>
0	0	No evidence submitted or response does not address the question.

APPENDIX C: GLOSSARY OF HISTORICAL CONCEPTS

Accounts

Students understand that accounts of past events are written to answer specific inquiries, and reflect the focus and points of view of their authors.

Chronology

Students recognise the importance of developing a sense of period and are able to construct a chronological framework of historical periods to situate new knowledge within its proper historical context.

Empathy

Students appreciate the value of taking on the perspectives of historical actors, and recognise the need to become familiar with the latter's ideas, values, beliefs and attitudes as a means of making sense of the past events they study.

Evidence

Students are aware that historical sources must be understood within their historical context, and that they become evidence only if they have been judged to be useful in verifying, supporting, or substantiating the claims historians make about the past they are studying.

Cause and Effect

Students recognise there are multiple short-term and long-term causes and consequences and a need to recognise their complex interrelationships. The consequences of events and actions should be evaluated to establish a hierarchy of causes. There is a need to understand the interplay between actions of historical actors and the conditions at the time.

Change and Continuity

Students understand that some historical developments show a continuation over time while others clearly exhibit a break with the past. The varying pace and direction in change as events progress over time have to be analysed and turning points, if any, need to be identified. There is also a need to use criteria to define periods of history in the areas of study.

APPENDIX D: RECOMMENDED READING LIST

The reading list is indicative and not exhaustive.

Theme I: Understanding the Cold War, 1945–91

David Halberstam	<i>The Coldest Winter: America and the Korean War</i>	Hyperion, 2008
David Painter	<i>The Cold War: An International History</i>	Routledge, 1999
Edward H Judge and John W Langdon	<i>The Cold War: A History Through Documents</i>	Pearson, 1998
Ernest R May and Philip D Zeilkow	<i>The Kennedy Tapes: Inside the White House during the Cuban Missile Crisis</i>	W W Norton & Company, 2002
Gabriel and Joyce Kolko	<i>The Limits of Power: The World and United States Foreign Policy 1945–54</i>	Harper and Row, 1972
Herbert Feis	<i>From Trust to Terror: The Onset of the Cold War, 1945–1950</i>	New York, 1970
Jeff Goodwin	<i>No Other Way Out: States and Revolutionary Movements, 1945–1991</i>	Cambridge University Press, 2001
Jeremy Isaacs, Taylor Downing and Peter Hennessy	<i>Cold War: For 45 years, The World Held Its Breath</i>	Little, Brown Book Group, 2008
John Lewis Gaddis	<i>The Cold War: A New History</i>	Penguin Books, 2006
John Lewis Gaddis	<i>We Now Know: Rethinking Cold War History</i>	Oxford University Press, 1998
Jussi M Hanhimaki and Odd Arne Westad	<i>The Cold War: A History in Documents and Eyewitness Accounts</i>	Oxford University Press, 2004
Melvyn P Leffler	<i>For the Soul of Mankind: The United States, the Soviet Union, and the Cold War</i>	Hill and Wang, 2008
Norman Friedman	<i>The Fifty-Year War: Conflict and Strategy in the Cold War</i>	Naval Institute Press, 1999
Odd Arne Westad	<i>The Global Cold War: Third World Interventions and the Making of Our Times</i>	Cambridge University Press, 2007
Odd Arne Westad	<i>Reviewing the Cold War: Approaches, Interpretations, Theory</i>	Frank Cass, 2000
Ngairé Woods	<i>Explaining International Relations since 1945</i>	Oxford University Press, 1996
Rayard L Garthoff	<i>Reflections on the Cuban Missile Crisis</i>	The Brookings Institute, 1989
Richard Alan Schwartz	<i>The Cold War Reference Guide: A General History and Annotated Chronology, with Selected Biography</i>	McFarland, 2006
Robert F Kennedy	<i>Thirteen Days: A Memoir of the Cuban Missile Crisis</i>	W W Norton & Company, 1999
Roger C Thompson	<i>The Pacific Basin Since 1945</i>	Longman, 2001
Sheldon Stern	<i>Averting 'The Final Failure': John F Kennedy and the Secret Cuban Missile Crisis Meetings</i>	Stanford University Press, 2003
Vladislav M Zubok	<i>A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev</i>	University of North Carolina Press, 2008
Walter LaFeber	<i>America, Russia and the Cold War, 1945–1996</i>	McGraw-Hill, 1997
William Stueck	<i>Rethinking the Korean War: A New Diplomatic and Strategic History</i>	Princeton University Press, 2004

William Taubman

Khrushchev: The Man and His Era

W W Norton & Company,
2004

Theme II: The Cold War and Asia, 1945–91

Ang Cheng Guan	<i>Singapore, ASEAN and the Cambodian conflict, 1978–1991</i>	National University of Singapore Press, 2013
Austin Jersild	<i>The Sino-Soviet Alliance: An International History (The New Cold War History)</i>	The University of North Carolina Press, 2014
Chen Jian	<i>Mao's China and the Cold War</i>	University of North Carolina Press, 2001
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Theme III: The Cold War and the United Nations, 1945–2000

Adam Roberts and Benedict Kingsbury	<i>United Nations, Divided World: The UN's Roles in International Relations</i>	Oxford University Press, 1994
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Evan Luard and Derek Heater	<i>The United Nations: How It Works and What It Does</i>	Palgrave Macmillan, 1994
John Terence O' Neill and Nick Rees	<i>United Nations Peacekeeping in the Post-Cold War era (Cass Series on Peacekeeping)</i>	Routledge, 2005
Karen A Mingst and Margaret P Karns	<i>The United Nations in the 21st Century (Dilemmas in World Politics)</i>	Westview Press, 2011
Neil Fenton	<i>Understanding the UN Security Council: Coercion or Consent?</i>	Ashgate Pub Ltd, 2004
Norrie MacQueen	<i>Peacekeeping and the International System</i>	Routledge, 2006
Peter R Baehr and Leon Gordenker	<i>The United Nations at the end of the 1990s</i>	Palgrave Macmillan, 1999
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William J Durch	<i>The Evolution of UN Peacekeeping: Case Studies and Comparative Analysis</i>	Palgrave Macmillan, 1993
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