



Singapore Examinations and Assessment Board



Cambridge Assessment
International Education

**Singapore–Cambridge General Certificate of Education
Advanced Level Higher 1 (2025)**

History (Syllabus 8838)

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INTRODUCTION

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

- (a) developing the dispositions to be curious about the past and open to multiple perspectives
- (b) engaging the learners in historical inquiry to develop confident, self-directed, critical and reflective thinkers
- (c) equipping the learners with an understanding of historical concepts, methods and processes to make informed judgements of the past and to better understand the present
- (d) equipping the learners with historical knowledge and understanding to develop local, regional and global awareness and cross-cultural skills
- (e) enhancing the learners' appreciation of the past to develop their sense of identity and cultivate concerned citizens.

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

A-Level History Curriculum Shape



Historical understanding (core) is the key goal of learning history. It is achieved through the development of **historical thinking** and **historical knowledge** (innermost ring). Historical thinking comprises the disciplinary processes of constructing history, while historical knowledge refers to the substantive knowledge of history.

The development of historical thinking and knowledge is undertaken through the learning of **historical and content concepts**, as well as the acquisition of **historical inquiry and skills** (middle ring). Historical and content concepts provide the conceptual lens for thinking and knowing, while historical inquiry and skills are the disciplinary tools.

The development of these concepts and skills is contextualised in the study of **local, regional and global developments and their interconnections**, as well as the role of **historical agency** in these developments (outermost ring). The curriculum provides students with breadth and depth of content to facilitate their development of historical understanding.

AIMS

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

- develop interest in and curiosity about the past
- develop historical understanding through:
 - acquiring a sound knowledge of local, regional and global developments and their interconnections, the role of historical agency and relevant content concepts
 - applying historical concepts in examining historical issues and events
 - examining different interpretations of historical issues and events
 - using historical inquiry and skills
 - appreciating the nature and variety of historical sources
- think independently and make informed judgements of historical issues and events
- communicate balanced and substantiated arguments and judgements 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 and be concerned citizens.

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 based on reasoned consideration of historical evidence and interpretations.

AO3: Interpret, Analyse and Evaluate Sources as Evidence

- Interpret, analyse, 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

The examination consists of one paper, with a duration of 3 hours. The paper is assessed by a compulsory source-based case study and essay questions.

SPECIFICATION GRID

The Cold War and the Modern World (1945–1991)
(3hrs, 100 marks, 100% weighting)

| Section | Item and Description | AOs | Marks (Weighting) |
|---------------------------------------|--|-----------------|-------------------|
| A (Source-based case study) | (Theme I: The Development of the Cold War, 1945–1991) Candidates will answer the <u>compulsory</u> source-based case study, 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 the testing of AO2 and AO3.

DESCRIPTION OF COMPONENTS

SOURCE-BASED CASE STUDY

Theme I: The Development of the Cold War, 1945–1991 is prescribed for source-based case study. Candidates are expected to have a sound knowledge of the prescribed theme and an understanding of the ways in which sources may be evaluated. A maximum of five sources will be set for the source-based case study. Differing accounts of the same situations or issues may be set. These accounts may show different views as time progresses or in communicating with different recipients and audiences. A variety of sources may be used, for example, texts, statistics, political cartoons and maps. The sources set will 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 presents candidates with an assertion which they need to test against a given set of sources and their background knowledge of issues. The questions will be assessed using holistic level descriptors (Appendix A).

ESSAY QUESTIONS

Candidates' answers should be focused and show depth of historical understanding. 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 the 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 essays will be assessed using holistic level descriptors (Appendix B).

SYLLABUS CONTENT

Understanding the Past and its Connections to the Present

The H1 History syllabus focuses on the key forces and developments that shaped the second half of the 20th Century, providing students with the necessary historical context to understand key contemporary geopolitical and economic shifts. The syllabus equips students with breadth and depth of knowledge in global, regional and local developments and their interconnections, as well as the agency of diverse historical actors, with the Cold War as the overarching narrative framework.

Historical Concepts

Six historical concepts have been identified, based on their centrality to the discipline of history and age-appropriateness for students. The concepts form the framework for historical thinking, supporting the development of conceptual understanding in H1 History. *A glossary of the six historical concepts is provided in Appendix C.*

The Cold War and the Modern World (1945–1991)

The H1 History syllabus examines the key interactions between local, regional and global developments through a study of the Cold War and its impact on international, regional and local forces. Superpower rivalry transformed the security order in the European theatre of the Cold War and the rest of the world. In particular, Asia emerged as a second front, where the Cold War contestation played out differently than in Europe. While superpowers were involved in the Cold War developments in Asia, the extent of their influence was counterbalanced by the interests and actions of regional and local actors. Their actions in turn shaped the manifestation of the Cold War in this part of the world. Through this study, students will acquire an understanding of the impact of the Cold War across different contexts and time periods, and of the legacies of the Cold War.

- **Theme I:** The Development of the Cold War (1945–1991) (source-based case study)
- **Theme II:** The Cold War and East Asia (1945–1991)
- **Theme III:** The Cold War and Southeast Asia (1945–1991)

| THE DEVELOPMENT OF THE COLD WAR (1945–1991) | | |
|---|---|--|
| Theme I | | |
| How did the Cold War develop? How did the Cold War impact global developments after 1945? | | |
| OVERVIEW | MAKING CONNECTIONS | |
| <p>In this theme, students will study the Cold War which resulted from the USA and USSR emerging as ideologically-opposed superpowers after the Second World War. While they never had a direct military confrontation, the two superpowers used varied strategies and allies to discredit and weaken each other. Students will also examine how the Cold War extended beyond Europe to other parts of the world. The Cold War, intertwined with other forces such as nationalism, profoundly influenced how people led their lives, culminating in popular movements and leaders' actions to end the Cold War.</p> | <p>Today's multipolar world is shaped by the legacy of the Cold War. Despite these key shifts in the international order, the Cold War continues to feature as the backdrop for the current state of international affairs. Many present-day challenges to international stability, such as terrorism, civil strife and ongoing wars, were shaped by the Cold War. Cold War worldviews also continue to shape the decision-making of world leaders, particularly those who experienced it. Understanding the Cold War provides students with insights into the key relationships that shape today's evolving world order.</p> | |
| CONCEPTS <i>(Students understand:)</i> | CONTENT <i>(Students study:)</i> | LEARNING OUTCOMES <i>(Students are able to:)</i> |
| <p><u>Historical Concepts</u></p> <ul style="list-style-type: none"> • accounts • chronology • evidence • historical empathy • cause and effect • change and continuity <p><u>Content Concepts</u></p> <ul style="list-style-type: none"> • ideology • security • Cold War • Alliance • balance of power | <p>Emergence of the Cold War after the Second World War</p> <ul style="list-style-type: none"> • Causes of 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 • Historical interpretations of the origins of the Cold War: traditional, revisionist, post-revisionist, post-Cold War <p>Manifestations of the Global Cold War</p> <ul style="list-style-type: none"> • Korean War (1950–1953), Cuban Missile Crisis (1962) <ul style="list-style-type: none"> – increased bipolar competition between the USA and USSR – superpowers' search for ideological and strategic allies – successes and limitations in sustaining allies <p><i>* Questions set will not require candidates to compare the Korean War and Cuban Missile Crisis.</i></p> | <ul style="list-style-type: none"> • evaluate the causes of the Cold War • evaluate the manifestation of the Cold War conflict across different contexts over time • evaluate the causes for the end of the Cold War. |

| Theme I | THE DEVELOPMENT OF THE COLD WAR (1945–1991) How did the Cold War develop? How did the Cold War impact global developments after 1945? | |
|--|---|--|
| CONCEPTS <i>(Students understand:)</i> | CONTENT <i>(Students study:)</i> | LEARNING OUTCOMES <i>(Students are able to:)</i> |
| | End of the Cold War <ul style="list-style-type: none"> • The USA's policy of renewed confrontation and containment: USA's role in arms control negotiations, Strategic Defense Initiative programme, Reagan Doctrine • Decline of the USSR and shifts in Soviet foreign policy: economic problems, Gorbachev's 'New Thinking', Sinatra Doctrine • Eastern European movements and revolutions in the 1980s: Poland and East Germany • Historical interpretations of the end of the Cold War: Western triumphalist, Soviet initiative and 'People Power' debates | |

Note: The source-based case study will be set on Theme I and may be centred on any issue arising from the theme. Separate essay questions will NOT be set on this theme.

| Theme II | | THE COLD WAR AND EAST ASIA (1945–1991) | |
|---|---|---|--|
| How did the Cold War play out in East Asia? What role did East Asia play in the Cold War? | | | |
| OVERVIEW | | MAKING CONNECTIONS | |
| <p>In this theme, students will examine how the Cold War impacted developments in East Asia, through the lens of two key regional actors – China and Japan. While the European theatre of the Cold War reflected the clear East-West divide, East Asia served as a second front where superpower relations with China and Japan revealed a more complex interaction in light of regional developments. In addition, through their foreign policies towards the superpowers and other Asian countries, China and Japan sought to influence the Cold War for their benefit, with varying outcomes. By analysing these developments, students will come to appreciate the Cold War through a multi-polar lens.</p> | | <p>Today, China and Japan remain key in shaping political and economic developments in East Asia. Beyond their political influence as regional players, both are also recognised as major powers globally. Much of their global influence today can be traced to the Cold War period, and their relations with the two superpowers. Relations between China, Japan and the USA are pivotal to understanding regional stability and economic growth today. The study of this theme provides students with the essential historical context to understand the complex relationships and the legacy of the Cold War in shaping today's geopolitical and economic landscape in East Asia.</p> | |
| CONCEPTS <i>(Students understand:)</i> | CONTENT <i>(Students study:)</i> | LEARNING OUTCOMES <i>(Students are able to:)</i> | |
| <p><u>Historical Concepts</u></p> <ul style="list-style-type: none"> • accounts • chronology • evidence • historical empathy • cause and effect • change and continuity <p><u>Content Concepts</u></p> <ul style="list-style-type: none"> • Cold War • cooperation • security • ideology • diplomacy | <p>China and the Cold War (1950–1991)</p> <ul style="list-style-type: none"> • Development of Sino–Soviet relations <ul style="list-style-type: none"> – Sino-Soviet cooperation: Sino-Soviet Treaty of Friendship and Alliance (1950), Korean War (1950–1953) – worsening Sino–Soviet relations: Romanian Workers' Party Congress (1960), Sino–Soviet border conflict (1969) – Sino–Soviet rapprochement and normalisation of relations: Sino–Soviet Summit (1989) – factors shaping Sino-Soviet relations: security interests, ideology, developments in superpower and Sino–American relations • Development of Sino–American relations <ul style="list-style-type: none"> – Sino-American confrontation: Korean War (1950–1953), USA's support for Taiwan – Sino-American rapprochement and normalisation of relations: Nixon's visit to China (1972), establishment of diplomatic relations (1979) – factors shaping Sino–American relations: security interests, ideology, developments in superpower and Sino-Soviet relations | <ul style="list-style-type: none"> • evaluate the development of China's and Japan's relations with the superpowers during the Cold War • evaluate the factors that shaped China's and Japan's relations with the superpowers during the Cold War • evaluate the responses of China and Japan to the development of the Cold War. | |

| Theme II | THE COLD WAR AND EAST ASIA (1945–1991) How did the Cold War play out in East Asia? What role did East Asia play in the Cold War? | |
|--|---|--|
| CONCEPTS <i>(Students understand:)</i> | CONTENT <i>(Students study:)</i> | LEARNING OUTCOMES <i>(Students are able to:)</i> |
| | <p>Japan and the Cold War (1952 – 1991)</p> <ul style="list-style-type: none"> • Development of Japan–USA relations <ul style="list-style-type: none"> – Japan–USA alliance and tensions: Japan–USA security alliance, Japan’s share of defence burden, economic relations (aid, trade and market access) – factors shaping Japan–USA relations: Japan’s economic status, Japan’s domestic politics (differences over Japan’s alliance with the USA and role of Japan’s security forces, consensus on nuclear weapons in Japan), Japan’s perceptions of the Communist threat, USA’s Cold War strategy • Japan’s other responses to the Cold War <ul style="list-style-type: none"> – political responses: impact of Japan–USA relations, engagement of China – economic responses: impact of Japan–USA relations, engagement of China and Southeast Asia <p><i>* Questions set will not require candidates to compare China and Japan.</i></p> | |

| THE COLD WAR AND SOUTHEAST ASIA (1945–1991) | | |
|---|--|---|
| Theme III | | |
| How did the Cold War play out in Southeast Asia? What role did Southeast Asia play in the Cold War? | | |
| OVERVIEW | MAKING CONNECTIONS | |
| <p>In this theme, students will examine how the Cold War shaped developments in Southeast Asia through selected case studies on regional Cold War conflicts and Southeast Asian actors' responses to Cold War developments. They will analyse the causes of the outbreak of Cold War conflicts in Southeast Asia. In particular, they will examine how the involvement of forces external to Southeast Asia influenced regional developments and 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 Cold War developments in the region, they were able to actively respond to Cold War developments as they sought to achieve national and/or regional objectives.</p> | <p>Today, Southeast Asia has transformed into a stable and economically vibrant region that is well-integrated with the international system. The USA and China continue to be key external actors in the region with significant security and economic interests in their relations with Southeast Asian countries. The study of this theme provides students with the essential historical context to understand changes and continuities in the role of major powers in the region and Southeast Asian countries' responses to their involvement. The agency of the region, as reflected in the interactions between the global Cold War and local realities, continues to be an important lens to understand developments in a region that is located at the crossroads of major powers.</p> | |
| CONCEPTS (Students understand:) | CONTENT (Students study:) | LEARNING OUTCOMES (Students are able to:) |
| <p>Historical Concepts</p> <ul style="list-style-type: none"> • accounts • chronology • evidence • historical empathy • cause and effect • change and continuity <p>Content Concepts</p> <ul style="list-style-type: none"> • Cold War • cooperation • security • sovereignty • diplomacy | <p>Manifestation of the Cold War in Southeast Asia</p> <ul style="list-style-type: none"> • Factors shaping the Second Indochina War (1959–1975) <ul style="list-style-type: none"> – Cold War developments – role of North and South Vietnam – role of the USA, the USSR and China • Factors shaping the Third Indochina War (1978–1991) <ul style="list-style-type: none"> – historical animosities and Cold War developments – role of Vietnam and Cambodia – role of China, the USSR and the USA <p><i>* Questions set will not require students to compare the Second and Third Indochina Wars.</i></p> | <ul style="list-style-type: none"> • evaluate the factors that shaped the development of Cold War conflicts in Southeast Asia • evaluate ASEAN's responses to the development of the Cold War in Southeast Asia • evaluate Singapore's responses to the development of the Cold War in Southeast Asia. |

| Theme III | THE COLD WAR AND SOUTHEAST ASIA (1945–1991) How did the Cold War play out in Southeast Asia? What role did Southeast Asia play in the Cold War? | |
|--|---|--|
| CONCEPTS <i>(Students understand:)</i> | CONTENT <i>(Students study:)</i> | LEARNING OUTCOMES <i>(Students are able to:)</i> |
| | <p>ASEAN and the Cold War (1967–1991)</p> <ul style="list-style-type: none"> • ASEAN's responses to Cold War developments in Southeast Asia: regional cooperation during the Second Indochina War, Bali Summit (1976), regional cooperation during the Third Indochina War • Factors shaping ASEAN's responses to the development of the Cold War: ASEAN's objectives, member states' national interests, Cold War developments <p>Singapore and the Cold War (1965–1991)</p> <ul style="list-style-type: none"> • Singapore's responses to Cold War developments in Southeast Asia <ul style="list-style-type: none"> – relations with the USA, the USSR and China – responses to the Third Indochina War • Factors shaping Singapore's responses: national interests, regional and Cold War developments | |

APPENDICES

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

Introduction

These level descriptors address AO3 and also exemplify how AO1 may be demonstrated. They should be used in conjunction with the indicative content mark scheme 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 |
|-------|-------|--|
| L3 | 8–10 | <p>The answer will make effective use of both sources. There will be clear explanation on the similarities and differences between the sources and this will be supported with source details. Insight into the reasons for their similarities and/or differences will be provided.</p> <p>Towards the upper end of the level, the answer will demonstrate developed evaluation of both sources, providing critical insight into the reasons for their similarities and differences.</p> <p>Towards the lower end of the level, the insight into the reasons for similarities and differences may be uneven. Alternatively, the answer may provide critical insight into the reasons for only either the similarities or differences.</p> |
| L2 | 4–7 | <p>The answer will use both sources. There will be clear explanation on the similarities and differences between the sources and this will be supported with source details.</p> <p>Towards the upper end of the level, the answer will use details from each source to explain the similarities and differences between the sources. Answers which explain either similarities or differences 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 explain either similarities or differences between the sources. Alternatively, the answer could treat the sources separately with most or all of the comparison implicit.</p> |
| L1 | 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 the similarities and/or differences between the sources, but any explanation will be confused or partial.</p> |
| L0 | 0 | No evidence submitted or answer does not address the question. |

Part b: 30 marks

| Level | Marks | Descriptor |
|-------|-------|--|
| L5 | 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 the answer will demonstrate many of these features but may be less even or convincing in their approach.</p> |
| L4 | 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 answer will contain some evaluation of the source material but is likely to be uneven or lacking in balance.</p> |
| L3 | 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, the answer will make a case to support and challenge the statement in question, developing its points through accurate references to the source content and/or provenance. Such an answer is likely to use all of the sources and may make cross-references to support its ideas. Towards 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> |
| L2 | 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, the answer will be balanced, using most of the sources. There may be some attempt at evaluation that is unsuccessful. Towards the lower end of the level, the answer may be one-sided or use a limited range of sources.</p> |
| L1 | 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> |
| L0 | 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 scheme 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 |
|-------|-------|--|
| L6 | 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 upper end of the level, responses are expected to be analytical, focused and balanced throughout. Towards the lower end of the level, there will be some unevenness in analysis.</p> |
| L5 | 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> |
| L4 | 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 upper end 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 |
|-------|-------|--|
| L3 | 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 upper end 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> |
| L2 | 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. Towards the lower end of the level, there may be confusion about the implications of the question and many unsupported assertions.</p> |
| L1 | 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> |
| L0 | 0 | No evidence submitted or response does not address the question. |

APPENDIX C: GLOSSARY OF HISTORICAL CONCEPTS**Accounts**

Students understand that there can be no single or complete account of the past and are able to ask good questions about the account to uncover the author's focus, point of view and context.

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.

Historical 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 to make sense of the past events they study.

Evidence

Students are able to engage in sourcing, contextualisation and corroboration to determine the value of sources as evidence, so as to verify, support or substantiate the claims made about the past.

Cause and Effect

Students recognise that there are multiple short-term and long-term causes and consequences, and their interrelationships are complex. There is a need to establish a hierarchy of causes because the influence of causes leading to a particular historical event vary. Historical events result from the interplay of actions of historical actors and the conditions of the time. Likewise, students understand that events can lead to multiple consequences, which may be intended or unintended.

Change and Continuity

Students understand that change and continuity can exist together, and that change is a process. The varying pace of change and patterns in historical developments need to be analysed, and turning points, if any, need to be identified. They also understand that periodisation organises their thinking about change and continuity and use criteria to decide the events and developments that constitute a period of history.

APPENDIX D: RECOMMENDED READING LIST

The reading list is indicative and not exhaustive.

Theme I: The Development of the Cold War (1945–1991)General Texts on the Cold War

| | | |
|---------------------------------------|--|----------------------------------|
| A Kemp-Welch | Poland under Communism: A Cold War History | Cambridge University Press, 2008 |
| Archie Brown | The Human Factor: Gorbachev, Reagan, and Thatcher, and the End of the Cold War | Oxford University Press, 2020 |
| Archie Brown | The Rise and Fall of Communism | Vintage, 2010 |
| Charles S. Maier | Dissolution: The Crisis of Communism and the End of East Germany | Princeton University Press, 1999 |
| John Lewis Gaddis | The Cold War: A New History | Penguin Books, 2006 |
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