



Singapore Examinations and Assessment Board



Cambridge Assessment  
International Education

## **Singapore–Cambridge General Certificate of Education Normal (Academic) Level (2022)**

# **History (Syllabus 2195)**

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# INTRODUCTION

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## 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

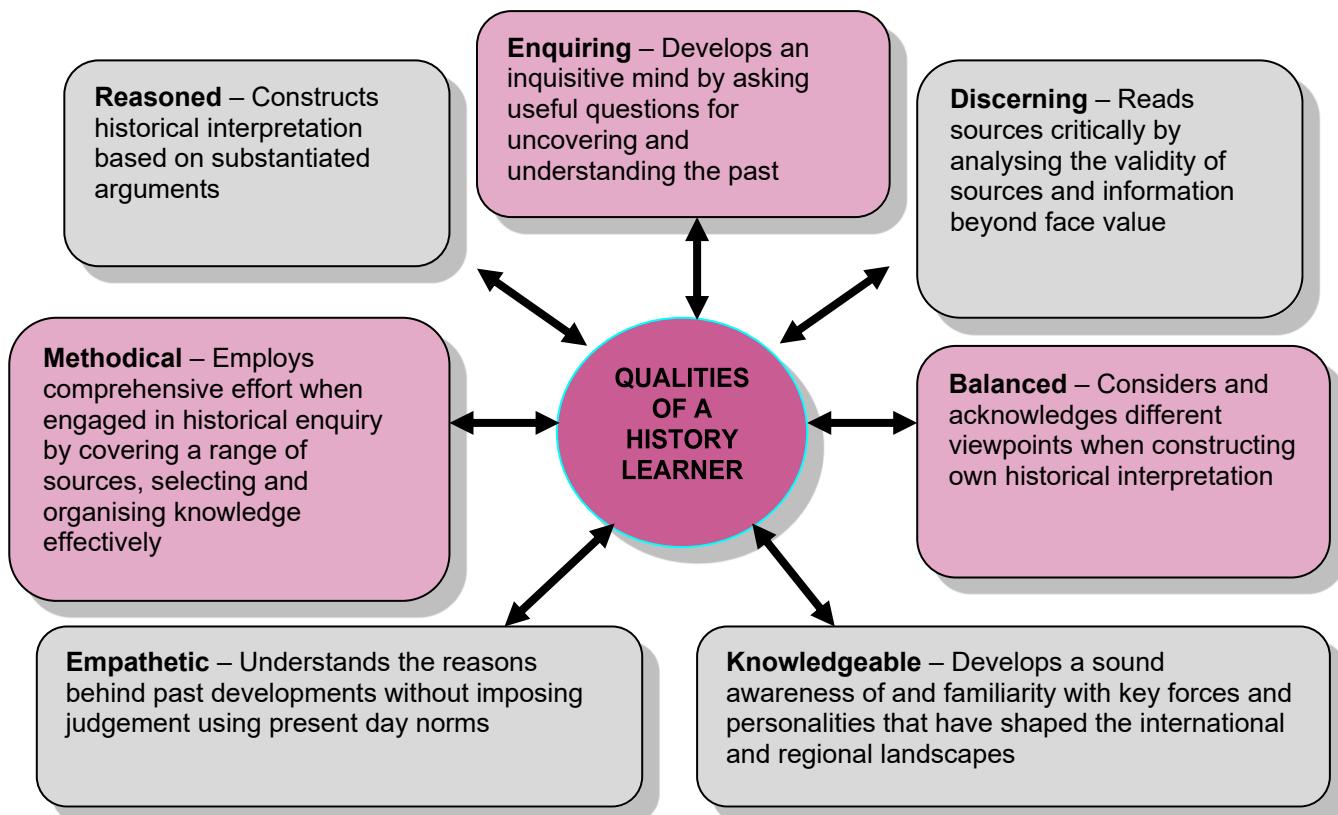
The philosophy of History education and qualities of a History learner were developed to guide and lead students in understanding the fundamental purpose and value of learning History. The statement of philosophy and qualities of a History learner were distilled from dialogues and conversations with 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:



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

## **LEARNING OUTCOMES**

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### **Knowledge and Understanding**

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

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

## **ASSESSMENT OBJECTIVES**

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### **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.

### **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; and
- 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

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| Assessment Objectives | Paper 1<br>(weighting) | Paper 2<br>(weighting) |
|-----------------------|------------------------|------------------------|
| AO1+2                 | 20%                    | 20%                    |
| AO1+3                 | 30%                    | 30%                    |
| Total                 | 50%                    | 50%                    |

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

## ASSESSMENT FORMAT

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The examination consists of **two** papers – Paper 1 and Paper 2, taken at separate sittings. The duration of each paper is **1 hour 40 minutes**. The assessment modes comprise source-based case study and structured-essay questions for each paper.

### The Making of the Contemporary World Order (1870s–1991)

| <b>Paper 1: European Dominance and Challenges (1870s–1939)</b>   |            |
|--|------------|
| Unit 1 – European Dominance and Expansion in the late 19th century   |            |
| Unit 2 – The World in Crisis (up to case study of Nazi Germany)  |            |
| <b>Section A: Source-Based Case Study (30%)</b>  |            |
| <ul style="list-style-type: none"> <li>• Max of 5 sources</li> <li>• Q1a–e: source-based questions (AO1+A03)</li> </ul>  | 30m        |
| <b>Section B: Structured-Essay Questions (20%)</b>   |            |
| <ul style="list-style-type: none"> <li>• Answer 1 out of 2 questions set (AO1+A02)</li> <li>• Each question will have 2 sub-parts</li> <li>• Part (a) requires candidates to describe events and/or issues [8m]</li> <li>• Part (b) requires candidates to explain events and/or issues [12m]</li> </ul> | 20m        |
| <b>Total marks for Paper 1</b>   | <b>50m</b> |

| <b>Paper 2: The Bi-Polar World Order (1939–1991)</b>   |            |
|--|------------|
| Unit 2 – The World in Crisis (World War II in Europe and the Asia-Pacific)<br>Unit 3 – Bi-Polarity and the Cold War  |            |
| <b>Section A: Source-Based Case Study (30%)</b> <ul style="list-style-type: none"><li>• Max of 5 sources</li><li>• Q1a–e: source-based questions (A01+A03)</li></ul>   | 30m        |
| <b>Section B: Structured-Essay Questions (20%)</b> <ul style="list-style-type: none"><li>• Answer 1 out of 2 questions set (A01+A02)</li><li>• Each question will have 2 sub-parts</li><li>• Part (a) requires candidates to describe events and/or issues [8m]</li><li>• Part (b) requires candidates to explain events and/or issues [12m]</li></ul> | 20m        |
| <b>Total marks for Paper 2</b>   | <b>50m</b> |

### Section A: Source-Based Case Study

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

A maximum of **five** sources may be set for the source-based case study. No individual source will exceed **120 words**. One or more differing accounts of the same topic or issue might be set, showing different views as time progresses or in communicating to different audiences. Sources may be simplified where necessary. Obscure terms (other than those which should be known to those who have studied the syllabus) will be annotated.

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

The 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 describe events and/or issues while part (b) will require candidates to explain events and/or issues. Each question is worth a total of 20 marks with part (a) worth 8 marks and part (b) worth 12 marks. The questions will be marked using the ‘Levels of Response Mark Scheme’ (LORMs).

Questions will be set on any issue / topic within the units in the syllabus except for the issue assessed in the source-based case study in Section A in the same year of examination. Questions set on Unit 1 will require candidates to support their answers with examples from **one** case study: a comparison of case studies will not be required. In addition, questions set on the case studies of Vietnam and Indonesia will be in the form of an ‘either/or’ option.

## SYLLABUS OUTLINE

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### **The Making of the Contemporary World Order (1870s–1991)**

To be effective citizens and participants in the 21st century, students need to understand how the present world system came into being, and the inter-connectedness of nation-states and peoples. The revised N(A)-Level History syllabus seeks to examine the key forces and developments which have shaped international history in the 19th and 20th centuries. Through this revised syllabus, history students will 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 turn of the 19th century focusing on how the competition of European nation-states for resources and territories in Malaya and either Vietnam or Indonesia transformed these territories and linked the region to the Atlantic World. Unit 2 shifts the narrative to Europe to examine how, in the first half of the 20th century, 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 3 analyses the shift in the global balance of power from Europe to the USA and USSR at the end of World War II. 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 syllabus.

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 – European Dominance and Expansion in the late 19th century**

*How were systems and societies transformed by colonialism?*

*The compulsory case study of Malaya and either the case study of Vietnam or Indonesia will be studied in the context of European dominance and expansion in the late 19th century.*

- Reasons for European interest and expansion in Southeast Asia
- Responses of Southeast Asian states to European expansion
- Impact of colonial rule on Southeast Asia
  - \*Case study of Malaya, 1874–c.1900
  - Either case study of Vietnam, 1870s–c.1900 or case study of Indonesia, 1870s–c.1900

## **Unit 2 – 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 World War II in Europe
  - Reasons for outbreak of World War II in the Asia–Pacific
  - Reasons for the defeat of Germany
  - Reasons for the defeat of Japan

## **Unit 3 – 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 [\*].*

## AMPLIFICATION OF SYLLABUS DETAILS

| <b>Unit 1 – European Dominance and Expansion in the late 19th Century</b><br><b>Enquiry Question: How were systems and societies transformed by colonialism?</b>  |   |   |
|---|---|---|
| <b>Overview</b><br><p>At the turn of the 20th century Europe had expanded and established control over a large part of the world. The 1870s witnessed an intensification of European rivalry for territories. Framed against this context, this unit focuses on the expansion of European powers into Southeast Asia. Students examine the major forces that drove the Europeans, such as the British, Dutch and French, to Southeast Asia. Students will also be guided to investigate the tensions and issues brought about by the interaction between these western colonial powers and the Southeast Asian states. Using Malaya and either Vietnam or Indonesia as case studies, students will look at how these systems and societies were transformed by the colonial experience.</p>   | <b>Making Connections</b><br><p>Exploring the story of how European powers established themselves in Southeast Asia is important as it helps students make sense of the colonial imprints that they see in the society and the region they live in today. Students will also recognise and appreciate the cultural, intellectual and emotional contexts that shaped the decisions and actions of different peoples and groups and the consequences of these decisions and actions. An understanding of this story will enable students to establish the significance of western colonialism on the geography, politics, cultures and economies of Southeast Asia.</p> | <b>Key Concepts</b> <ul style="list-style-type: none"> <li>Colonial rule</li> <li>Direct rule</li> <li>Indirect rule</li> <li>Impact</li> <li>Intensification</li> <li>Intervention</li> <li>Resistance</li> <li>Collaboration</li> <li>Modernisation</li> <li>Reform</li> <li>Sphere of influence</li> </ul> |
| <b>Key Knowledge</b><br><p><i>Note: The compulsory case study of Malaya and either the case study of Vietnam or Indonesia will be studied in the context of European dominance and expansion in the late 19th century.</i></p> <ul style="list-style-type: none"> <li>Extension of colonial rule and its impact on Southeast Asia since 1870s           <ul style="list-style-type: none"> <li>*Case study of Malaya, 1874–c.1900</li> <li>Establishment of British colonial rule in Malaya               <ul style="list-style-type: none"> <li>Reasons for British intervention                   <ul style="list-style-type: none"> <li>Political: to build empires and spheres of influence</li> <li>Economic: to obtain raw materials, to search for new markets and bases, to protect economic interests in Malaya</li> </ul> </li> <li>Impact of British colonial rule of Malaya                   <ul style="list-style-type: none"> <li>Political: Establishment of British control over Malaya (British Residential System, Federated Malay States) and its impact on local rulers</li> <li>Economic: Development of cash crop and mineral industries (rubber, tin), creation of export-oriented economy, development of infrastructure</li> <li>Social: local responses to British colonial rule, urbanisation and migration, creation of Western-educated elites</li> </ul> </li> </ul> </li> </ul> </li> </ul> | <b>Learning Outcomes</b><br><p><i>Students will be able to:</i></p> <p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>explain the reasons for European expansion and dominance in Southeast Asia with reference to Malaya and either Vietnam or Indonesia</li> <li>explain the responses taken by the locals in Malaya and either Vietnam or Indonesia to British and either French or Dutch colonial expansion respectively</li> <li>establish the impact of European expansion and dominance on Southeast Asian societies</li> </ul>  | <b>Key Concepts</b> <ul style="list-style-type: none"> <li>Colonial rule</li> <li>Direct rule</li> <li>Indirect rule</li> <li>Impact</li> <li>Intensification</li> <li>Intervention</li> <li>Resistance</li> <li>Collaboration</li> <li>Modernisation</li> <li>Reform</li> <li>Sphere of influence</li> </ul> |

| Key Knowledge   | Learning Outcomes | Key Concepts |
|---|-------------------|--------------|
| <p><b>SELECT EITHER</b></p> <p>Case study of Vietnam, 1870s–c.1900<br/>     Establishment of French colonial rule in Vietnam</p> <ul style="list-style-type: none"> <li>– Reasons for French intervention             <ul style="list-style-type: none"> <li>○ Political: to build empires and spheres of influence</li> <li>○ Economic: to obtain raw materials, to search for new markets and bases, to protect economic interests in Vietnam</li> </ul> </li> <li>– Impact of French colonial rule of Vietnam             <ul style="list-style-type: none"> <li>○ Political: Establishment of French control over Vietnam and its impact on local rulers</li> <li>○ Economic: Development of cash crops and mineral industries (rice, coal), development of infrastructure, introduction of private property, growth of landless peasants</li> <li>○ Social: local responses to French colonial rule, changes in class structure, migration within Indochina, creation of Western-educated elites, worsening of living standards of the locals</li> </ul> </li> </ul> <p><b>OR</b></p> <p>Case study of Indonesia, 1870s–c.1900<br/>     Establishment of Dutch colonial rule in Indonesia</p> <ul style="list-style-type: none"> <li>– Reasons for extension of Dutch control over Indonesia             <ul style="list-style-type: none"> <li>○ Political: to build empires and spheres of influence</li> <li>○ Economic: to obtain raw materials, to search for new markets and bases, to protect economic interests in Indonesia</li> </ul> </li> <li>– Impact of Dutch colonial rule of Indonesia             <ul style="list-style-type: none"> <li>○ Political: Establishment of Dutch control over Indonesia (Regency System) and its impact on local rulers</li> <li>○ Economic: development of cash crops and mineral industries (sugar and tobacco, oil exploration), changes in livelihoods of the locals, creation of a dual economy, development of infrastructure</li> <li>○ Social: local responses to Dutch colonial rule, creation of Western-educated elites, urbanisation and migration, worsening of living standards for the locals</li> </ul> </li> </ul> |                   |              |

| <h3 style="text-align: center;">Unit 2 – The World in Crisis</h3> <p style="text-align: center;"><b>Enquiry Question: What forces and developments changed Europe and the Asia-Pacific in the first half of the 20th century?</b></p>  |   |   |
|--|---|---|
| <b>Overview</b>  | <b>Making Connections</b>   |   |
| <p>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.</p>   | <p><b>Making Connections</b></p> <p>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.</p> |   |
| <b>Key Knowledge</b>   | <b>Learning Outcomes</b>  | <b>Key Concepts</b>   |
| <ul style="list-style-type: none"> <li>• Impact of World War I <ul style="list-style-type: none"> <li>– Peace Settlement – Aims and the terms of the Treaty of Versailles and its immediate impact on Germany</li> <li>– Attempts at collective security by the League of Nations – Successes and failures of the League of Nations in the 1920s and 1930s</li> </ul> </li> <br/> <li>• Rise of authoritarian regimes and their impact in the interwar years (up to 1939) <ul style="list-style-type: none"> <li>*Case study of Communist Russia <ul style="list-style-type: none"> <li>– Reasons for the rise of Stalin in Russia <ul style="list-style-type: none"> <li>○ Circumstances after Lenin's death</li> <li>○ Stalin's manipulations</li> </ul> </li> <li>– Impact of Stalin's rule on Russia <ul style="list-style-type: none"> <li>○ Political: Stalin's dictatorship, culture of fear, persecution and personality cult</li> <li>○ Economic: modernisation of Soviet industry and agriculture</li> <li>○ Social: controlled society, culture of fear, policies on minorities</li> </ul> </li> </ul> </li> <br/> <li>*Case study of Nazi Germany <ul style="list-style-type: none"> <li>– Reasons for the rise of Hitler in Germany <ul style="list-style-type: none"> <li>○ Weaknesses of the Weimar government</li> <li>○ Hitler's leadership</li> </ul> </li> <li>– Impact of Hitler's rule on Germany <ul style="list-style-type: none"> <li>○ Political: consolidation of power, one-party rule</li> <li>○ Economic: Recovery and Nazi control of the economy, and militarisation</li> <li>○ Social: controlled society, culture of fear, persecution of Jewish people and other minority groups</li> </ul> </li> </ul> </li> </ul> </li></ul> | <p><i>Students will be able to:</i></p> <p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• explain how World War I impacted Europe</li> <li>• explain the rise of authoritarian regimes and their impact on the political, social and economic context of countries and the world order</li> <li>• examine the reasons for the outbreak of World War II in Europe and the Asia-Pacific</li> <li>• examine the reasons for the defeat of Germany and Japan in World War II</li> <li>• examine the roles of key players in shaping particular forces and developments during this period</li> </ul>  | <ul style="list-style-type: none"> <li>• Appeasement</li> <li>• Balance of power</li> <li>• Collective security</li> <li>• Communism</li> <li>• Fascism</li> <li>• League of Nations</li> <li>• Nazism</li> <li>• Militarism</li> <li>• Authoritarianism</li> </ul> |

| Key Knowledge   | Learning Outcomes | Key Concepts |
|---|-------------------|--------------|
| <ul style="list-style-type: none"> <li>• World War II in Europe and the Asia-Pacific           <ul style="list-style-type: none"> <li>– Reasons for the outbreak of World War II in Europe               <ul style="list-style-type: none"> <li>○ Weaknesses of the League of Nations</li> <li>○ Hitler's aggressive foreign policy</li> <li>○ Policy of appeasement</li> </ul> </li> <li>– Reasons for the outbreak of World War II in the Asia-Pacific               <ul style="list-style-type: none"> <li>○ Economic crisis in Japan</li> <li>○ Japan's expansionist foreign policy</li> <li>○ Weaknesses of League of Nations</li> <li>○ Japan's worsening relations with the USA</li> </ul> </li> <li>– Reasons for the defeat of Germany               <ul style="list-style-type: none"> <li>○ USA's entry into World War II</li> <li>○ Over-extension of Hitler's army on many fronts</li> </ul> </li> <li>– Reasons for the defeat of Japan               <ul style="list-style-type: none"> <li>○ Allied victory in Europe</li> <li>○ Economic and military might of USA</li> <li>○ Over-extension of Japanese empire</li> </ul> </li> </ul> </li> </ul> <p><i>Note: Teachers should note that detailed study of the military campaigns of World War II is not required.</i></p> |                   |              |

**Unit 3 – 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   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Cold War and the Bi-polar World Order           <ul style="list-style-type: none"> <li>– Reasons for the Cold War in Europe               <ul style="list-style-type: none"> <li>○ Post-World War II rise of USA and USSR as superpowers: collapse and decline of old European powers</li> <li>○ US-Soviet mistrust and rivalry: breakdown of wartime alliances, division of Europe after World War II, differences in ideology, American containment policy and Soviet responses, military alliances</li> </ul> </li> </ul> </li> <li>• Manifestation of the Cold War Outside Europe           <ul style="list-style-type: none"> <li>*Case study of Korean War, 1950–53               <ul style="list-style-type: none"> <li>– Reasons for the conflict                   <ul style="list-style-type: none"> <li>○ Partition of Korea after World War II</li> <li>○ Emergence of communist China</li> <li>○ Role of external powers in the conflict: USA, USSR and China</li> </ul> </li> </ul> </li> <li>*Case study of Cuban Missile Crisis, 1962               <ul style="list-style-type: none"> <li>– Reasons for the conflict                   <ul style="list-style-type: none"> <li>○ Cuba's strategic importance to USA</li> <li>○ Tensions between USA and Cuba: Castro's policies and American responses</li> <li>○ Role of external powers in the conflict: USA and USSR (Kennedy, and Khrushchev)</li> </ul> </li> </ul> </li> </ul> </li> </ul> | <p><i>Students will be able to:</i></p> <p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• explain the immediate impact of World War II on Europe</li> <li>• examine the impact of the rivalry of the USA and USSR in the aftermath of World War II on the world order</li> <li>• explain how Cold War tensions are manifested in and outside of Europe</li> <li>• examine the reasons for the outbreak of the Korean War and the Cuban Missile Crisis</li> <li>• examine the role of superpowers and regional powers in localised conflicts, with special reference to the Korean War and Cuban Missile Crisis</li> <li>• examine the reasons for the end of Cold War</li> </ul> | <ul style="list-style-type: none"> <li>• Bi-Polarity</li> <li>• Communism</li> <li>• Containment</li> <li>• Democracy</li> <li>• Ideology</li> <li>• Proxy war</li> <li>• Superpower rivalry</li> <li>• Glasnost</li> <li>• Perestroika</li> </ul> |

2195 HISTORY GCE NORMAL (ACADEMIC) LEVEL SYLLABUS

| Key Knowledge  | Learning Outcomes | Key Concepts |
|--|-------------------|--------------|
| <ul style="list-style-type: none"><li>• End of the Cold War<ul style="list-style-type: none"><li>– Reasons for the end of the Cold War<ul style="list-style-type: none"><li>◦ US economic might</li><li>◦ Weaknesses of the Soviet economy</li><li>◦ Impact of glasnost and perestroika on the USSR and Eastern Europe</li></ul></li></ul></li></ul> |                   |              |