



# Assumption English School

**Introduction to  
Upper Sec History  
(NA Stream)**

# Why Study History?



# Relevance of History

## Historical Concepts & Skills Posters!

PERSPECTIVES

contestability

EVIDENCE



SIGNIFICANCE

*Empathy*

Continuity and Change

Includes Posters, Summary sheet +  
Assessment task & ppt



# History Elective

- O-level:
- Humanities (Social Studies, History)
  - **To be combined with Paper 1 (Social Studies) to make up total subject grade for Humanities.**
- Each topic will be introduced through the use of an enquiry question.

**New syllabus in 2023!!**



# **Syllabus Content Outline and Key Questions**

## **□ Unit 1 –The World in Crisis**

Enquiry Question: What forces and developments changed Europe and the Asia-Pacific in the first half of the 20th century?

## **□ Unit 2 – Bi-Polarity and the Cold War**

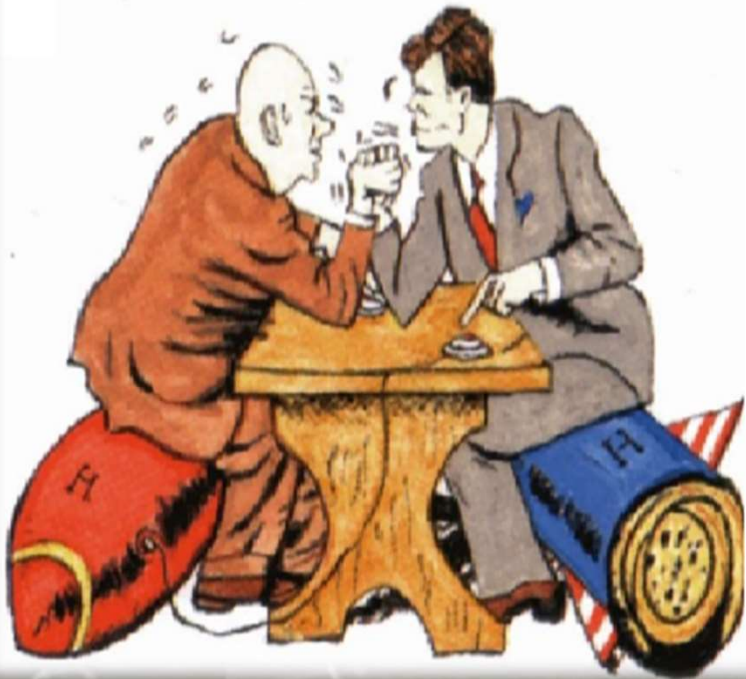
Enquiry Question: How did the Cold War impact the world order in the post-1945 years?



# COLD WAR



## THE CUBAN MISSILE CRISIS



## THE KOREAN WAR





# SYLLABUS FRAMEWORK AND OUTLINE

## Unit 1 –The World in Crisis

- Impact of World War I
- Rise of authoritarian regimes and its impact in the interwar years
  - **\*Case study of Nazi Germany**
- World War II in Europe and the Asia–Pacific
  - Reasons for outbreak of WWII in Europe and in Asia-Pacific
  - Reasons for the defeat of Germany and Japan



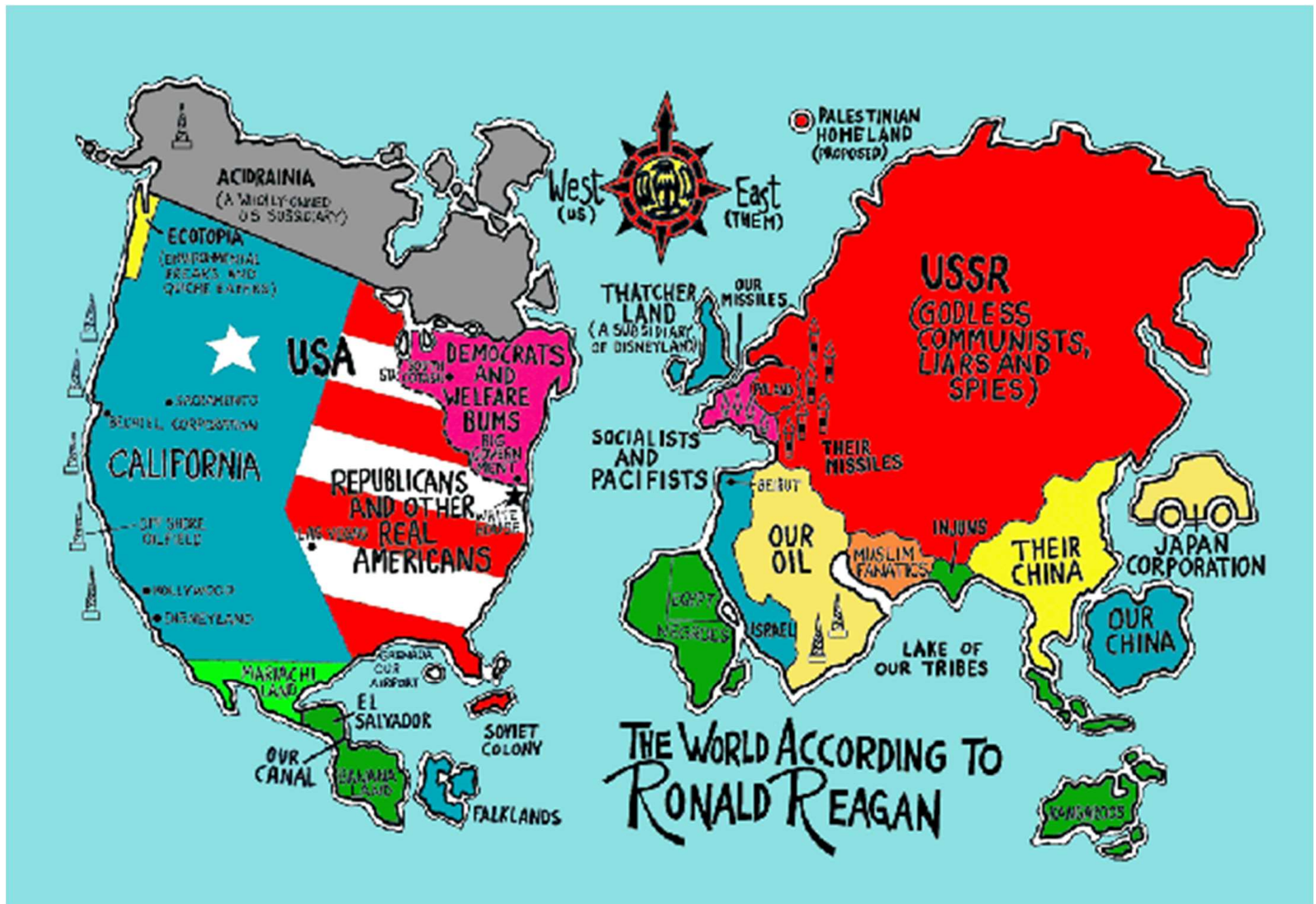
# SYLLABUS FRAMEWORK AND OUTLINE

## Unit 2 – Bi-Polarity and the Cold War

- Cold War and the bi-polar world order
  - Reasons for the Cold War in Europe
- Manifestation of Cold War outside Europe
  - **\*Case study of Korean War, 1950– 53**
  - **\*Case study of Vietnam War, 1955 - 1975**
- Reasons for the end of the Cold War



# Divided World – 1945 – 1989



# Extension of WWII and Cold War



# Assessment based on 2022

*Table 3.4.3: Assessment Format for N(A)-Level History Elective*

**The Making of the Contemporary World Order, 1900s – 1953**

**Unit 2 – The World in Crisis**

**Unit 3 – Bi-Polarity and The Cold War (up to case study of Korean War)**

<b>Section A: Source-Based Case Study (30%)</b> <ul style="list-style-type: none"><li>• Max of 5 sources</li><li>• Q1-5: source-based questions (A01+A03)</li></ul>	30m
<b>Section B: Structured-Essay Question (20%)</b> <ul style="list-style-type: none"><li>• Answer 1 out of 2 (or 3) questions set (A01+A02)</li><li>• Each question will have 2 sub-parts</li><li>• Part (a) requires candidates to describe factors. [8m]</li><li>• Part (b) requires candidates to explain identified factors and any other knowledge of the topic. [12m]</li></ul>	20m
<b>Total marks for Paper</b>	<b>50m</b>



# Assessment objectives

## Objective 1: Deploy Knowledge

Candidates should be able to:

- Recall, select, organise and use historical knowledge in context.

## Objective 2: Construct Explanation and Communicate Historical Knowledge

Candidates should be able to demonstrate:

- Their understanding of the past through **explanation and analysis** of:
  - ✓ Key concepts: causation, consequence, continuity, change and significance within a historical context
  - ✓ Key features and characteristics of the periods studied and the relationship between them
- Evaluate **causation and historical significance** to arrive at a reasoned conclusion.

# Assessment objectives

## 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; and
  - drawing conclusions based on a reasoned consideration of evidence and arguments.



# Requirements for taking History

- Enquiry Mindset
- Critical Thinker
- Logical and Methodical
- Language and Writing Skills



# Q&A



## 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:

