# 2014 LOWER SECONDARY HISTORY TEACHING SYLLABUSES

## EXPRESS COURSE
## NORMAL (ACADEMIC) COURSE

**CURRICULUM PLANNING & DEVELOPMENT DIVISION**
**MINISTRY OF EDUCATION, SINGAPORE**

# 2014 LOWER SECONDARY
# HISTORY
# TEACHING SYLLABUSES

## EXPRESS COURSE
## NORMAL (ACADEMIC) COURSE

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# Section 1: Introduction

## 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 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; and

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

History education is crucial 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 the 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 helps learners to become balanced, discerning, empathetic, inquiring, knowledgeable and methodical individuals able to make well-reasoned arguments and decisions.

These attributes support learners' development of the Desired Outcomes of Education so that they become well-prepared individuals, able to contribute to the nation and respond to global developments.

### PHILOSOPHY OF HISTORY EDUCATION

In recent years, there has been greater cognizance that historical content and concepts as well as the accompanying historical skills, are important. These lie at the heart of thinking critically about the nature of historical knowledge, which is essential to make better sense of the past.

History also plays a critical role in developing students' own identities through an understanding of history at the personal, national and international levels. The learning of history should spark their curiosity and inspire them with the beliefs, decisions and dilemmas of people in the past. Through historical inquiry, students pose questions about the present by engaging with the past and thus draw connections between both.
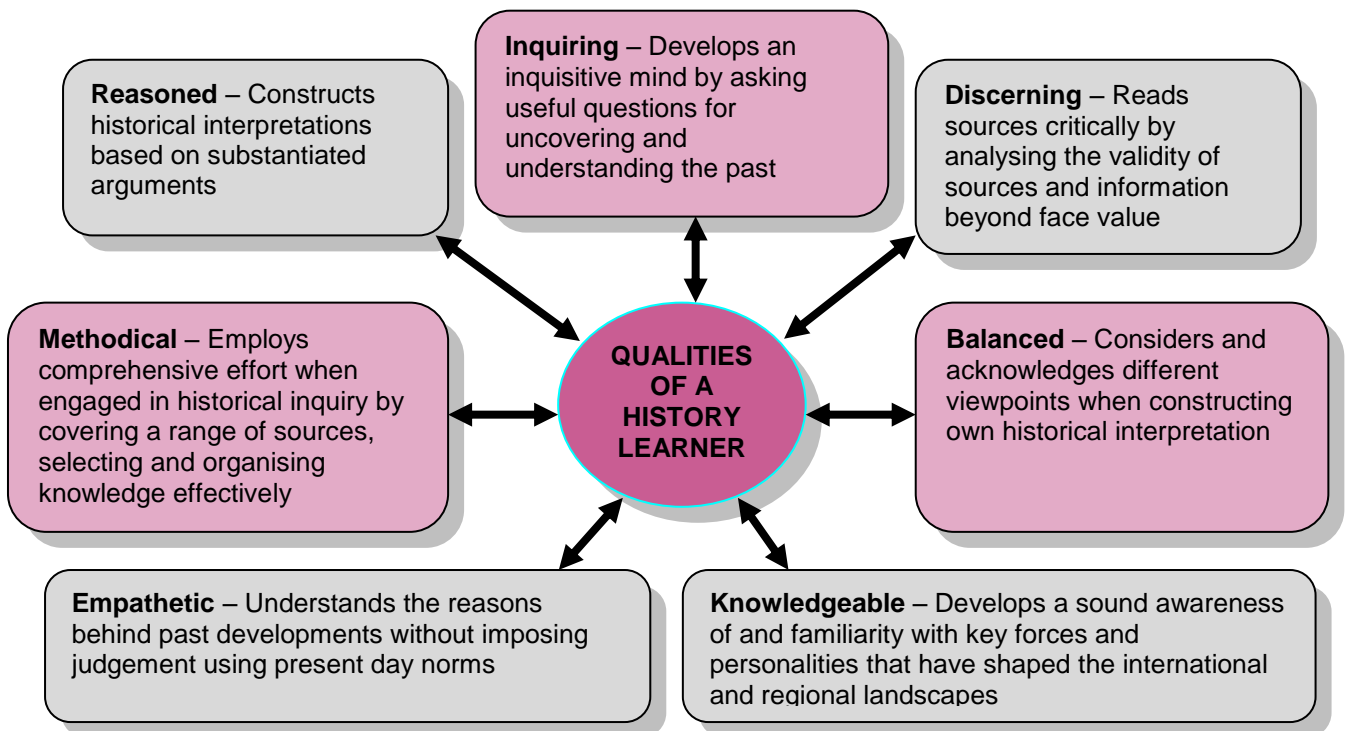
In response to this, a statement of philosophy of History education has been developed to encapsulate the fundamental purpose and value of learning History. It underpins the role of History education in Singapore and guides the development of all our syllabuses to capture a place for History in the school curriculum. This statement of philosophy was distilled from dialogues with teachers, students and professional historians about the character and value of History as a subject and discipline as well as the learning outcomes we hope to achieve from our students.

## Statement of Philosophy

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.

## 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:

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

**Reasoned** – Constructs historical interpretations based on substantiated arguments

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

**QUALITIES OF A HISTORY LEARNER**

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

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

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

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

# Section 2: Thinking Behind the Syllabus and Implementation

## THE THINKING BEHIND THE SYLLABUS

## DESIGN OF THE LOWER SECONDARY HISTORY SYLLABUSES

In conceptualising new directions for the Lower Secondary History syllabuses, the following principles were considered:

- to update knowledge, skills and values so that the syllabuses remains relevant[1] and reflective of History as a disciplined study;
- to build foundational historical skills and conceptual understanding that would support the study of History at the Upper Secondary and Post-Secondary levels;
- to ensure alignment with the Desired Outcomes of Education, the 21st Century Competencies[2] and IT Masterplan 3;
- to reinforce the value of History in students' everyday lives; and
- to allow for flexibility and choice of implementation in schools to better engage the students in the study of History.

The revised Lower Secondary History syllabuses seek to imbue in our students a sense of national identity by helping them understand the Singapore they live in today. This will require students to first understand the relevance of Singapore's past in shaping Singapore's unique position. It also aims to set the study of Singapore's history within the context of developments from the 14th century to the 1970s. By doing so, students will be cognizant of the global forces that shaped Singapore's development, and, in turn, Singapore's roles and contributions in response to these global forces. Students offering this syllabus will come to understand the opportunities that Singapore provides, as well as the vulnerabilities that Singapore faces as a small nation-state in relation to the region and the world. Through these new syllabuses, history students will understand not just content concepts such as archaeology, history, colonial rule, migration, sense of belonging, independence and sovereignty, but also historical concepts such as chronology, evidence, diversity, historical significance, and change and continuity. Students will also acquire relevant and age-appropriate historical thinking skills. The syllabuses span two years of study.

A comprehensive Teaching and Learning Lower Secondary History Guide (TLG) has been designed to support the syllabuses by:

- Providing more in-depth discourse on the syllabuses and History Education;
- Highlighting good History teaching practices; and
- Extending teaching and learning resources.

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[1] CDC approved the 2014 Lower Secondary History syllabuses in September 2011.
[2] The 21st Century Competencies refer to the set of mind-sets and skills that to equip students in Singapore for life and work in the future. Details of how the Competencies are mapped to the Lower Secondary Syllabuses are found on p.24.

## AIMS AND LEARNING OUTCOMES

### AIMS

The revised Lower Secondary History syllabuses align the value of History learning with the aims of the Desired Outcomes of Education by developing in students the qualities of a history learner, by:

- engaging students actively in historical inquiry so as to develop them into confident, self-directed, critical and reflective thinkers;
- enabling students to acquire knowledge and understanding of key periods, communities 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 in students an inquisitive mind, and the ability to ask relevant questions about the past and examine a range of sources critically in their historical context to reach supported responses 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, to contribute actively and responsibly as local and global citizens, and to further study and pursue their personal interest in the past.

### LEARNING OUTCOMES

#### Knowledge & 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 – these includes the social, economic, cultural and political contexts of the societies studied and the experiences of the peoples who lived in those societies at those points in time;
- the connections 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 the societies studied; and
- 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 questions about the events, issues, forces or developments;

- comparing different aspects of the periods, events and issues studied to establish change and continuity;
- examining the causes and consequences of historical events and situations;
- establishing the historical significance of an event on society;
- interpreting and acquiring information and evidence derived from various sources of information from a variety of media, to support an inquiry;
- identifying points of view in History; and
- organising and communicating historical knowledge and understanding in a coherent way.

## Values and Attitudes

Students demonstrate the internalisation of key values and mind-sets 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; and
- identify and embrace connections between themselves and the larger community (past and present) and realise that their actions impact others thus promoting commitment to improving the world.

| |
|---|
| ▪ *Mass migration in the 19<sup>th</sup> Century – why did it happen?*<br>▪ Reasons for coming to Singapore |
| • How was life different for the various people in colonial Singapore before World War Two?<br>    ▪ Living conditions<br>    ▪ Employment<br>    ▪ Leisure and entertainment<br>    ▪ Community ties |
| Historical Investigation 2:<br>Why were pastimes a part of people's lives in colonial Singapore before World War Two? |
| **Unit 3 – Towards Independence** |
| *Inquiry Question: Was Singapore an 'accidental' nation?* |
| • Did the Japanese Occupation change the way people viewed Singapore?<br>    ▪ People's views towards Singapore in the first half of the 20<sup>th</sup> Century<br>    ▪ People's experiences during the Japanese Occupation and post-war British rule<br>    ▪ Impact of the Japanese Occupation and post-war British rule on people's views towards Singapore |
| • What were people's aspirations for Singapore after 1945?<br>    ▪ *Overview of the political developments in Singapore (1945-1959)*<br>    ▪ Search for independence |
| Historical Investigation 3:<br>Did the Japanese Occupation bring about changes in the lives of teenagers? |
| **Unit 4 – Singapore's First Decade (1965-1975)** |
| *Inquiry Question: How did life change?* |
| • What did independence mean for Singapore?<br>    ▪ Singapore is out of Malaysia! |
| • How far were people's lives transformed after independence?<br>    ▪ Embracing being Singaporean<br>    ▪ Singapore's economic transformation: from trading port to diversified economy<br>    ▪ Change in standard of living: from shophouses, squatters and kampongs to HDB flats |
| Historical Investigation 4:<br>What should be remembered about Singapore in the 1960s and the 1970s? |

*Optional and non-examinable for Normal (Academic) Course

A scope and sequence document explicating the knowledge, learning outcomes, content, historical concepts and 21<sup>st</sup> Century Competencies can be found in Section 5 of this Teaching Syllabus. The amplified syllabuses for Express and Normal (Academic) can be found in Section 8.

**Instructional Materials (Coursebook)**

The Lower Secondary History syllabuses are taught through two coursebooks, one for each year. The coursebooks are designed and developed to support the use of the inquiry-based approach in the teaching and learning for historical understanding.

Each Unit and chapter is framed using the questions in the new Lower Secondary History syllabuses. The books provide features and scaffolds that would guide a student through the acquisition of content as well as development of historical concept and skills.

The books also allow students to extend their learning and provide opportunities for application. For example, the Chapter Task in the coursebook provides an opportunity for students to select key content and apply the historical concept and skill recommended in the chapter to a task with an end-product that teachers could assess. Some parts of the coursebooks serve as reference reading materials for the students and there is no need to teach everything page by page.

For details on the modes of assessment, see Section 6: Assessment. An overview of the coursebook features is shown in Table 2 below.

*Table 2: Coursebook Key Features*

| Coursebook Key Features | |
|---|---|
| **Unit Title** | This frames the topic and larger inquiry that students are required to uncover. |
| **Chapter Title** | The chapter inquiry supports the investigation of the unit inquiry. |
| **Understanding the Inquiry Question** | This feature breaks down the main inquiry by highlighting keywords/terms in different colours to capture the content, time frame, historical concept and skill focus of the main inquiry. |
| **Chapter Task** | This provides a scenario and explicates the task that students need to complete at the end of the chapter. |
| **Think Like a Historian** | This features historical concepts and the corresponding skills. It provides guidance on how students can understand and deploy both concepts and skills throughout their learning process |
| **Activity** | This includes questions that stimulate student's curiosity about the content and encourage classroom discussion. |
| **Learn More About It** | This features an expansion of content which deepens student's understanding of the events, places and people mentioned in each chapter. |
| **Did You Know?** | This provides interesting bits of information or fun facts that are relevant to the content. |
| **My Growing Glossary** | This explains keywords used in each chapter. |
| **Let's Discuss** | This features questions that are meant to stimulate student's thinking about a particular aspect of content. |
| **IT Link** | This provides URLs and search terms for students to explore in their own time and encourages them to be independent learners. |
| **Chapter Review** | This poses questions or activities that help students to consolidate their learning and serves to check student's understandings of the chapter. |
| **Historical Investigation** | This challenges students to apply what they have learnt after each unit/chapter. Through Historical Investigation (HI), students acquire new knowledge by doing research-based group work. |

**Historical Investigation (HI)**

Each Unit in the 2014 Lower Secondary History syllabuses has been designed with an accompanying Historical Investigation (HI). Students are to work in groups on one selected HI. HI is a form of historical inquiry where students work in groups to investigate a historical issue. Students will examine and understand the HI question, gather, select and examine sources, construct their responses to the HI question, as well as communicate their findings.

Historical Investigations give students the opportunity to appreciate real-world application of historical knowledge and skills while helping them to acquire 21$^{st}$ CCs. Given that lower secondary students are new to the study of history, students will follow a guided inquiry approach. Teachers will provide guidance to enable students to learn about the inquiry process and be familiar with the expectations of their performance. Working in groups of no more than 6, it is proposed that all students undertake one HI per year.  The recommended curriculum time for HI for the Express and Normal (Academic) courses are 12 and 15 periods respectively. Each period is taken to be 35-40 minutes in duration.  Guidance on the design and details for the implementation of HI can be found in Section 5 of the *Guide to Teaching and Learning for Lower Secondary History*.

**IMPLEMENTATION**

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**IMPLEMENTATION OF THE NEW LOWER SECONDARY HISTORY SYLLABUSES**

The Lower Secondary History syllabuses are scheduled for implementation in Secondary 1 in 2014 and Secondary 2 in 2015.  The following are suggested practices that schools can adopt with regard to various aspects of the curriculum.

**Curriculum Time**

The new syllabuses are designed for 96 periods over two years with each period being 35 to 40 minutes in duration.  The scheduling of double periods (2 periods per week) is recommended so as to better support learning through inquiry in the classroom and out in the field.  The recommended curriculum time for Lower Secondary History for both Secondary 1 and 2 is outlined in Table 3.  This recommendation on curriculum time takes into consideration the time taken for the review of assignments and revision.

*Table 3: Recommended Curriculum Time for Lower Secondary History*

|  | **Non-Modular** | **Modular** |
|---|---|---|
| **No. of periods** *(based on 35min. per period)* | 2 | 4 |
| **No. of weeks** | 24 | 12 |
| **Total no. of periods** | 48 | 48 |

To manage curriculum time, schools can arrange for lessons to review assignments to coincide with revision for tests and examinations.  Schools adopting the modular system can also consider conducting the various assessment modes during the school's examination period.  For example, schools could combine the assessment modes of one set of source-based question and provide a choice of two out of three structured questions into a single sitting during the school's examination period. (For details, see Section 6: Assessment.) Table 4 outlines the recommended sequence for the modular teaching of the Lower Secondary Geography and History syllabuses.

*Table 4: Recommended Sequence for the Modular Teaching of the Geography and History Syllabuses*

|  | **Semester 1** | **Semester 2** |
|---|---|---|
| **Secondary 1** | Geography | History |
| **Secondary 2** | History | Geography |

The sequence also suggests that the History syllabuses can be taught in a one-year block across Secondary 1 and 2.  By having History in Semester 2 in Secondary 1 and History in Semester 1 in Secondary 2 is ideal because the content in the Lower Secondary History syllabuses is structured chronologically.  This will ensure that there is no break in the students' study.

Tables 5 and 6 provide details on the recommended allocation of periods across the years for non-modular and modular systems.

*Table 5: Details on the recommended allocation of periods across the year for the non-modular system*

| NON-MODULAR SYSTEM (2 PERIODS) | | | |
|---|---|---|---|
| **Level** | **Unit  & Assessment** | **Recommended Periods** | |
| | | **Express** | **Normal (Academic)** |
| **Sec 1** | Unit 1 – Chapter 1 | 8 periods | 7 periods |
| | Unit 1 – Chapter 2 | 8 periods | 8 periods |
| | Unit 2 – Chapter 3 | 8 periods | 7 periods |
| | Unit 2 – Chapter 4 | 8 periods | 7 periods |
| | Assessment:<br><br>• Chapter Task (2 CTs)<br><br>• Source-based Question (2 Tests/Assignments)<br><br>• Structured Question (2 Tests/Assignments) | Infused in Units<br><br>2 periods<br><br>2 periods | Infused in Units<br><br>2 periods<br><br>2 periods |
| | Historical Investigation | 12 periods | 15 periods |
| | Total Periods | 48 periods | 48 periods |

| **Level** | **Unit  & Assessment** | **Recommended Periods** | |
|---|---|---|---|
| | | **Express** | **Normal (Academic)** |
| **Sec 2** | Unit 3 – Chapter 5 | 8 periods | 8 periods |
| | Unit 3 – Chapter 6 | 8 periods | 7 periods |
| | Unit 4 – Chapter 7 | 6 periods | 6 periods |
| | Unit 4 – Chapter 8 | 10 periods | 8 periods |
| | Assessment:<br><br>• Chapter Task (2 CTs)<br><br>• Source-based Question (2 Tests/Assignments)<br><br>• Structured Question (2 Tests/Assignments) | Infused in Units<br><br>2 periods<br><br>2 periods | Infused in Units<br><br>2 periods<br><br>2 periods |
| | Historical Investigation | 12 periods | 15 periods |
| | Total Periods | 48 periods | 48 periods |

*Table 6: Details on the recommended allocation of periods across the year for the modular system (4 periods a week)*

| MODULAR SYSTEM (4 PERIODS) | | | |
|---|---|---|---|
| **Level** | **Unit & Assessment** | **Recommended Periods** | |
| | | **Express** | **Normal (Academic)** |
| Sec 1 | Unit 1 – Chapter 1 | 8 periods | 7 periods |
| | Unit 1 – Chapter 2 | 8 periods | 8 periods |
| | Unit 2 – Chapter 3 | 8 periods | 7 periods |
| | Unit 2 – Chapter 4 | 8 periods | 7 periods |
| | Assessment:<br><br>• Chapter Task (2 CTs)<br><br>• Source-based Question (2 Tests/Assignments) *<br><br>• Structured Question (2 Tests/Assignments) * | Infused in Units<br><br>2 periods<br><br>2 periods | Infused in Units<br><br>2 periods<br><br>2 periods |
| | Historical Investigation | 12 periods | 15 periods |
| | Total Periods | 48 periods | 48 periods |

| **Level** | **Unit & Assessment** | **Recommended Periods** | |
|---|---|---|---|
| | | **Express** | **Normal (Academic)** |
| Sec 2 | Unit 3 – Chapter 5 | 8 periods | 8 periods |
| | Unit 3 – Chapter 6 | 8 periods | 7 periods |
| | Unit 4 – Chapter 7 | 6 periods | 6 periods |
| | Unit 4 – Chapter 8 | 10 periods | 8 periods |
| | Assessment:<br><br>• Chapter Task (2 CTs)<br><br>• Source-based Question (2 Tests/Assignments)*<br><br>• Structured Question (2 Tests/Assignments)* | Infused in Units<br><br>2 periods<br><br>2 periods | Infused in Units<br><br>2 periods<br><br>2 periods |
| | Historical Investigation | 12 periods | 15 periods |
| | Total Periods | 48 periods | 48 periods |

*It is recommended that the second set of assessment be done during the school examination period.

**Note:** Units must be taught chronologically (i.e. Unit 1 must be completed before starting on Unit 2).

The emphasis on developing conceptual understanding and skills in the Lower Secondary History curricula will strengthen students' learning in these areas. This facilitates the retention and application of such knowledge in their study of Upper Secondary History and Social Studies. However, schools seeing the need to do so could consider allocating time for a quick revision of concepts and skills taught in the Lower Secondary in Secondary 3 as students embark on Upper Secondary History.

**Historical Investigation**

*Planning for fieldwork in the Scheme of Work*
HI could be carried out either after Unit 1 or after both units for the year are completed. All schools have to implement both HI and GI. To avoid conducting fieldwork for HI and GI at the same time, schools can consider implementing GI after the first topic (for both Express and Normal Academic streams) and implementing HI at the end of the third chapter for that year (i.e. Chapter 3 for Secondary 1, and Chapter 7 for Secondary 2). Schools should note that fieldwork for HI is planned as the fourth period within the 12 periods allocated for Express and the 15 periods allocated for Normal (Academic).

*Timetabling*
To further support the carrying out of fieldwork, it would be good practice for schools to schedule at least two History periods as the last periods of the day. Teachers will then be able to extend the duration of the period and conduct fieldwork at sites farther away from the school.

*Manpower support*
Teachers could engage the help of other members of their department as chaperones for the fieldtrips. Good scaffolding can be designed to support students' learning. However, it is recommended that at least one History teacher be present to address students' questions during the HI.

Schools can consider leveraging on existing fieldtrips, such as Learning Journeys, or organising inter-disciplinary fieldtrips. However, it is crucial that schools keep sight of the design of HI and maintain the integrity of the HI learning experience in undertaking such initiatives. Students need to develop an understanding of the discipline, gain conceptual understanding and be immersed in the inquiry process. For example, students should be given the opportunity to perform their HI tasks separately from the NE task while on site during the Learning Journey. The fieldtrip will also need to be planned very carefully to ensure that it is held at an appropriate time during the inquiry process.

Schools can also involve parents and alumni as chaperones, together with teachers. This strategy has the added advantage of building a stronger school community through fostering relationships between stakeholders, and deepening stakeholders' engagement with the school.

**Manpower Deployment**

Schools are encouraged to deploy at least two teachers for each level in the teaching of Lower Secondary History, to create peer support and enable professional sharing. Schools can also consider arranging for beginning teachers to co-teach with more experienced teachers to enhance mentoring and to share responsibilities in developing resources.

Schools are encouraged to deploy at least one AED (T&L) to support teachers in the conduct of Historical Investigations. AED (T&L) can also support the Humanities department by

providing remediation support for students. Refer to **Annex A** for a possible deployment guide and **Annex B** for a pen-picture of an AED (T&L) deployed to support the Humanities department.

# POSSIBLE DEPLOYMENT OF AEDS (T&L) TO SUPPORT THE HUMANITIES DEPARTMENT

1. **Teaching and Learning**

   a) <u>Support in teaching</u>: Reinforce/Support learning through specific and differentiated learning and remediation support for individual students or groups of students as directed by and with guidance from the subject teacher (who remains primarily responsible for the quality of teaching and learning). Among the various subjects that are under the purview of the Humanities Department, it is recommended that the AED (T&L) assisting Humanities teachers be deployed for Geography, History or Social Studies so as to alleviate the workload issues faced by these subject teachers.

   b) <u>Classroom management</u>: Assist teachers in managing and monitoring of students' behaviours during lessons. He/she can help to implement positive behavioural management strategies as planned by the teachers.

   c) <u>Resource Development</u>: Assist in resource development under the guidance of a teacher by building and maintaining the pool of teaching and learning resources for specified subjects within the AED's job scope, or if possible, the department in general.

   d) <u>Monitor students' performance</u>: Track submission of students' assignments and monitor their performance under the guidance of the teacher.

   e) <u>Appointment as Assistant Form Teacher</u>: Be appointed as an assistant form teacher. However, form teachers would have the primary responsibility to look into the holistic development of each child and they should be the first line of contact with parents.

   f) <u>Support in the implementation of the Geographical and the Historical Investigations</u>: Assist teachers in the various stages of the Geographical and Historical Investigations in terms of resource development support, guiding individual students, facilitating group discussions, monitoring of students' performance.

   g) <u>Professional Learning Circle</u>: Participate in the Humanities Department's PLC to suggest improvements to learning support and enrichment programmes for pupils / the school.

2. **School Activities**

As part of the school community, AEDs can be involved in the planning and execution of school events and activities which are associated with or usually assigned to the Humanities Department. Some examples include Humanities Week, National Education celebrations, local and overseas fieldtrips. Notwithstanding this, the AED (T&L) assisting Humanities teachers should not be given the responsibility of being in charge of these events or activities. The rationale for having the AED (T&L) assisting the Humanities teachers actively involved in school-wide activities is to:

   a) cultivate a sense of belonging and ownership in the school

   b) obtain a big picture of the school vision, mission, and values

   c) and familiarise AEDs with members of the school community beyond the Humanities Department.

## VIGNETTE OF AED (T&L) SUPPORTING THE HUMANITIES DEPARTMENT

Designation      :      Allied Educator (Teaching & Learning) in support of the
                            Humanities Department

Substantive Grade   :      AED 13B

YKC is an AED(T&L) deployed to assist the Humanities Department of BME Secondary School. His main responsibility is to support the Department in both academic subjects and non-academic areas so as to help students with different learning needs learn better. He also works with teachers to provide support in pastoral care and CCAs as part of the holistic development of students.

YKC has been tasked to support Mrs Lim, who is the form teacher and History teacher of 1N1. He has also been tasked to assist in the conduct of the Lower Secondary Geographical and Historical Investigations. As part of his professional development, YKC attends the Humanities department's professional learning circle. He is also closely mentored by Mrs Lim as well as a Geography teacher, so that he is better able to carry out his tasks in supporting the Humanities department.

The following vignette illustrates some of the Humanities-related work performed by YKC.

**In the Classroom**
In the initial period, YKC followed Mrs Lim to 1N1 for History lessons as an observer. Mrs Lim took time to explain the syllabus objectives, main pedagogical approach and the department's SOW for the subject to YKC. Prior to a lesson, she would provide YKC with her lesson plan to explain the lesson objectives and the desired students' learning experiences for her lesson. She would also inform YKC of any particular students needing his monitoring and support, for example, the low progress leaners and those with behavioural problems.

YKC gradually played a more active role in supporting Mrs Lim with lesson preparation. He approached Mrs Lim for the lesson plans for forthcoming topics. He read through the relevant chapters in the course book, and carried out additional research following the IT links provided in the course book and the references given in the TLG to develop his content mastery. YKC also clarified the lesson objectives with Mrs Lim and how he could provide assistance to the weaker students.

When Mrs Lim was conducting lessons, YKC would sit at the back of the classroom to observe students' responses and listen for the key emphases of the lesson. If he saw students dozing off or groups making too much noise, he would walk up to the students to correct their behaviour. When the students worked in groups on analysing sources, YKC would approach the low progress learners to address their questions. For the rest of the students, YKC would provide guiding questions to scaffold their interpretation of the sources. When there were a few students who could not understand the concept that was taught during the lesson, YKC would explain the concept again using an approach that was easier for the students to understand. He would arrange to meet the students for a consultation after school should they still have further questions.

At the end of the school day, YKC would record what he had done during the lesson and the consultation session in a log book. He would also pen down the questions that the students had asked and his responses as well as his own queries about the topic and source-based skills. The next morning, YKC would pass the log book to Mrs Lim for her reference and

feedback. The log would later be used to guide the preparation of remediation material that had to be approved by Mrs Lim before YKC taught the remedial group.

As YKC settled into his role and got to know the students, he started to support Mrs Lim in monitoring students' results and their academic development. YKC monitored the submission of assignments by the students and would follow up on the late submissions. After each marked assignment and test, YKC would record the marks and check the students' progress. He took note of which students constantly failed their assignments and or regressed in their scores. He alerted Mrs Lim to these students to enable her to follow-up.

In addition to classroom support, YKC provided additional help to Mrs Lim when she wanted to infuse ICT in the teaching. Mrs Lim intended to use a digital tool such as Popplet to promote students' collaborative learning. As students were unfamiliar with the tool, Mrs Lim asked YKC to assist her in conducting a sharing cum hands-on activity session for the students. During this session, Mrs Lim and YKC modelled the collaborative use of the tool for the students and provided one-to-one support for those who encountered difficulty. After the session, YKC further assisted Mrs Lim in ensuring that students uploaded their work to the school's Humanities website.

**Conduct of the Geographical and Historical Investigations**

YKC was tasked to support the department in the conduct of the Geographical and Historical Investigations. In fact, the Geographical and Historical Investigations are part of a wider departmental project. All the Humanities teachers, as well as YKC, were briefed on the Geographical and the Historical Investigations, and were to assist at various stages of conducting the Geographical and the Historical Investigations. YKC had read through the students' activity materials and lesson plan for a better idea of how the Investigations were to be carried out.

After discussion with the Geography teacher-in-charge, Ms Selvi, YKC was tasked with the logistics arrangements. He filled up a draft of the RAMS which was later discussed with and finalised by Ms Selvi. A list of student's names and emergency numbers was compiled. He made the necessary transportation arrangements for the fieldwork. He also assisted in giving out and collecting the parent consent forms. Furthermore, he assisted Ms Selvi by booking the computer laboratory for student research. During the lesson, when the students were conducting the research, he guided them in looking for relevant data online and in recording as well as keeping their data. At the end of the research phase, it was YKC's responsibility to ensure and follow up on students completing and submitting their individual research findings.

In preparation for the fieldwork, YKC helped print the GI logs for distribution to the students. He organised the students into their groups and assigned them their respective roles. During the first GI lesson, he facilitated the group's analyses of the GI question by asking probing questions. At the end of the lesson, he ensured that all groups completed and submitted their guiding questions for grading.

Prior to the fieldwork, he checked all the fieldwork equipment (i.e. water test kits) for proper working condition. On the actual day while Ms Selvi was the main facilitator for the class, YKC supervised student groups to ensure safety and that their tasks were on track. He helped to distribute fieldwork equipment, reminding students to handle the equipment with care. For safety reasons, YKC assisted student groups with the collection of water samples. At the end of the fieldtrip, YKC assisted Ms Selvi in the collection and checking of the fieldwork equipment. Back in school, YKC facilitated a group analysis of the data. He guided the students in constructing responses to the GI question and ensured that they submitted the group end product as well as their personal reflections for grading. In consultation with Ms Selvi, he also looked into logistical arrangements to support the presentation of the group

product. At the end of the entire GI process, YKC updated the school's Humanities website with pictures and the students' work.

As for the Historical Investigation, YKC was to assist Mrs Lim with the resource development as well as the actual conduct of the Investigation. YKC discussed with Mrs Lim the additional resources that would be required. As students would be carrying out online research and oral history interviews for their Investigation, Mrs Lim and YKC thought that additional material from online resources, and tips on conducting oral history interviews would be helpful for the students. YKC thus helped Mrs Lim and the department in gathering and curating these resources, and shared them on the school's intranet. At one of the Professional Learning Circles, he also explained to teachers how they could use these resources.

In the actual conduct of the Historical Investigation, YKC assisted Mrs Lim in facilitating group discussions during class time. He asked probing questions to help students generate ideas about how they could go about their research. When students were carrying out online research, he helped to ensure that students were on task and using sound search strategies. For the oral history interviews, YKC assisted Mrs Lim in instructing students how to carry out the interviews, and in helping students identify possible interviewees. He also assisted Mrs Lim in tracking students' submission of their work as well as recording their performance. This facilitated Mrs Lim's follow-up on students who were lagging in their Investigations. YKC also helped to ensure that all the students uploaded their work onto their online learning portal for peer evaluation and sharing of learning.

**School Activities – (National Education Committee) Commemoration of Total Defence Day**

YKC was a member of the school's National Education Committee and part of the team for the Total Defence Day (TDD) commemoration. For the year's TDD activities, the NE Committee decided to have the students relive a day in the lives of the people in Singapore during the Japanese Occupation. The Committee decided to focus on certain features of the Japanese Occupation such as the blackouts and meagre food supply to highlight the hardships that people underwent during that time. After discussion with the teachers in the TDD team, YKC was tasked to liaise with the canteen vendors and school's operation manager to coordinate the sale of certain types of food for the day, and the blackout schedule. In addition, YKC sourced for pictures and stories from the Japanese Occupation for the static display boards so as to inform students about the importance of TDD. The NE Committee also decided to invite the Singapore Civil Defence Force to give a speech and demonstration during the week's assembly period to highlight the importance and value of civil defence to the community. Under the instruction of the teacher-in-charge, YKC contacted the SCDF and made the logistics arrangements for the presentation. On the day of the TDD commemoration, YKC and a teacher from the NE Committee received the SCDF personnel and ensured that the presentation was able to proceed smoothly. YKC also saw that the blackout procedure and sale of food at the canteen was adhered to.

# Section 3: Recommended Pedagogy

## RECOMMENDED PEDAGOGY

### HISTORICAL INQUIRY

History provides us a way of thinking about the past. The use of historical inquiry shows students a way to inquire into, organise and explain events that have happened. Historical inquiry is the process of "doing history". It is a cyclical process (Fig. 1) that begins with the asking of guiding historical questions. This is followed by locating and analysing historical sources to establish historical evidence. The historical evidence is then used to construct historical interpretations that seek to answer the guiding historical questions.[3]
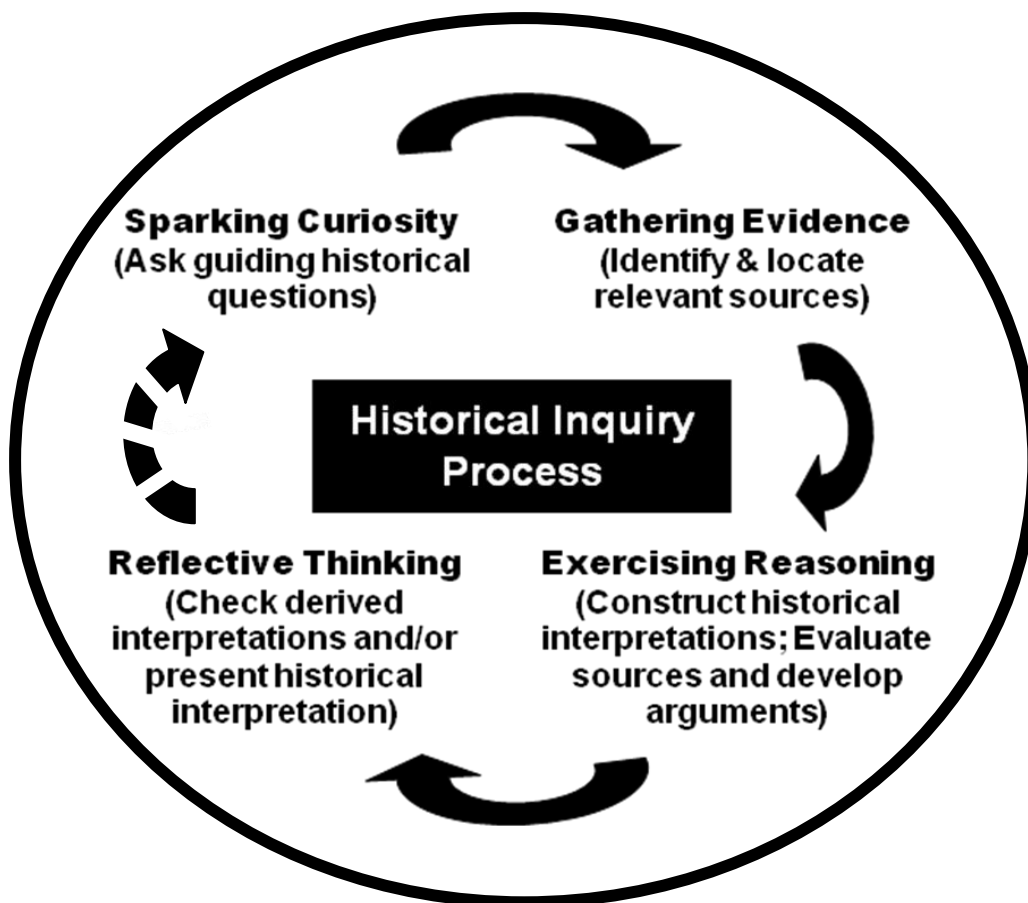


**Figure 1: Cycle of Historical Inquiry**

The use of historical inquiry is thus at the heart of history instruction and learning, and students must be provided with the opportunities to learn the skills required through practice and engagement in historical inquiry.

The use of inquiry questions in each unit provides a focal point for students to investigate, extract, order, collate, and analyse information in respond to issues explored in the syllabus.

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[3] Adapted and taken from Peter Doolittle, David Hicks, & Tom Ewing, Virginia Tech, *The Historical Inquiry Project*, 2004-2005.

The inquiry approach, when implemented effectively, can develop critical thinkers and independent learners. <u>Table 7</u> represents an amplification of the inquiry approach to help teachers facilitate a lesson using structured inquiry-based learning.

*Table 7: Amplification of the Inquiry Approach*

| Inquiry Stage | Qualities of a History Learner | Purposes |
|---|---|---|
| **1. Ask historical guiding questions** | • Inquiring | • Most critical to the inquiry process is the starting point. Teachers to be guided by the following pointers:<br>  o engage the students' interest;<br>  o identify the questions to be asked – one broad inquiry question followed by sub-questions;<br>  o plan the inquiry process; and<br>  o describe the outcome. |
| **2. Identify and locate relevant sources** | • Discerning<br>• Balanced | • Students decide which sources are useful, which are not, and which have to be treated with caution (useful for teachers to guide students first with the use of an exemplar). |
| **3. Construct historical interpretations, evaluate sources and develop arguments** | • Discerning<br>• Methodical<br>• Balanced<br>• Reasoned<br>• Knowledgeable | • Students make notes from their study of the sources.<br>• Through reflection and discussion, facilitated by the teacher, students should now be able to develop their responses to the inquiry question. |
| **4. Check derived interpretations and/or present historical interpretation** | • Balanced<br>• Reasoned<br>• Knowledgeable | • Students show their own extended knowledge and understanding. |

***Inquiry lesson packages are available for downloading in the electronic version of the Lower Secondary History Teaching and Learning Guide on OPAL.***

# Section 4: 21$^{st}$ Century Competencies in History Education

# 21$^{ST}$ CENTURY COMPETENCIES IN HISTORY EDUCATION

The 21$^{st}$ Century Competencies aim to nurture future-ready Singaporeans by guiding educators to focus more strongly on **capacity building** (knowledge, skills, and dispositions). This entails developing the capacity for complex communication, civic literacy and global awareness as well as critical and inventive thinking. Complex communication in the study of History involves the making of effective oral and written arguments and eliciting information from various sources. Above all, it requires frequent tasks that entail extended text representation and production (oral, written or visual), working together with others in small groups as members of knowledge building communities and the collective deliberation of knowledge claims in classrooms. It also involves developing an understanding of rhetoric and people (working with, and persuading others), gained through extensive practice. Through this process and working with historical information and evidence, students will develop an awareness of the histories of societies and how key forces and developments have shaped their present form. By examining these information and evidences, students learn to think critically using the skills of investigation to extract, order, collate, and present information in response to the issues explored in the syllabuses. A mapping of the Lower Secondary History Syllabuses to 21$^{st}$ CC can be found on pages 24-30.

**COMPETENCY DOMAINS, COMPONENTS AND THEIR DEFINITIONS**

| CIVIC LITERACY, GLOBAL AWARENESS AND CROSS-CULTURAL SKILLS |
|---|
| **Active Community Life** refers to playing one's part in ensuring the well-being of the community and nation. The central focus is on solidarity, participation and collaboration within the community. Active Community Life includes demonstrating a sense of responsibility towards the community and civic mindedness; supporting and contributing through community and nation building activities. The focus is on solidarity, involvement and engagement within the community. |
| **National and Cultural Identity** refers to a sense of self derived from the distinct characteristics of a nation and its culture as a whole. National and Cultural Identity includes possessing a sense of responsibility to the nation and shared commitment to the ideals of the nation and its culture. |
| **Global Awareness** refers to being aware about world issues and possessing a desire to contribute to the well-being of the international community while maintaining a sense of rootedness. Global Awareness includes the ability to cope with change due to cultural interactions abroad; the ability to recognise, analyse and evaluate global trends and their interconnections with local communities. |
| **Socio-Cultural Sensitivity and Awareness** refers to the perception and articulation of the thoughts, feelings and behaviour of members of other socio-cultural groups. Socio-Cultural Sensitivity and Awareness includes the ability to empathise through understanding, acceptance and respect; and engage in appropriate behaviour with other socio-cultural groups in both local and international contexts which would enhance social cohesion. |

| CRITICAL AND INVENTIVE THINKING |
|---|
| **Sound Reasoning and Decision-Making** refers to the development of well-constructed explanations and well-substantiated conclusions through analysis, comparison, inference/interpretation, evaluation, and synthesis of evidence and arguments. Sound Reasoning and Decision-Making includes the extraction of implications and conclusions from facts, premises, ethical issues, or data; construction of relationships between the essential elements of a problem; and challenging social norms to provide alternate theories and explanation. |
| **Reflective Thinking** refers to the questioning and refining of thoughts, attitudes, behaviour and actions. Reflective Thinking includes suspension of judgement; reassessing conclusions and considering alternatives; and stepping back to take the larger picture into account. |
| **Curiosity & Creativity** refers to the desire to seek and learn new knowledge; and generate relatively novel and appropriate ideas or new products. Curiosity & Creativity includes being resourceful; flexible; willingness to take risk and accept mistakes; ability to adapt; and ability to envisage possible futures. |
| **Managing Complexities and Ambiguities** refers to modification of thinking, attitudes, behaviours and/or skills to adapt to diverse demands and challenges in new, unfamiliar contexts. Managing Complexities and Ambiguities includes tolerance of ambiguity; consideration and acceptance of alternative perspectives, solutions or methods; taking on diverse roles; multi-tasking; and being resilient and focused on pursuing goals despite difficulties and unexpected complications. |

| INFORMATION & COMMUNICATION SKILLS |
|---|
| **Openness** refers to the willingness and readiness to receive, explore and respond to new and diverse, information, ideas and perspectives. Openness includes ideas, feelings, behaviours, cultures, peoples, environments, experiences, that is different from the familiar, conventional, traditional, or one's own. |
| **Management of Information** refers to the identification, sourcing, evaluation and synthesis of information. Management of Information includes defining the problem and identification of information needed; locating sources and finding the information within; systematically assessing the information for accuracy, validity, relevance, completeness, and impartiality; integrating the information to draw conclusions and develop new understandings; and the appropriate use/access of technology. |
| **Responsible use of information** refers to the adherence to common ethical guidelines and conventions when accessing and using information. Responsible use of information includes respecting intellectual property rights. |
| **Communicating Effectively** refers to the conveyance of information and ideas coherently in multimodal ways for the specific purposes, audiences and contexts. Communicating Effectively includes collaborating with others from diverse backgrounds through a variety of means and technologies that link the learning community. Communicating Information Effectively also includes managing and negotiating a networked learning environment, in particular social networks, and in the context of learning, a learning network. |

*More details on the 21st Century Competencies are available online from the 21CC webpage at OPAL.*

**Mapping of Lower Secondary History Syllabus to 21ˢᵗ Century Competencies and Benchmarks (Secondary)**

| 21ˢᵗ Century Competency | Standards | Benchmark (End of S2) | Possible activities aligned to the Lower Secondary History Syllabuses |
|---|---|---|---|
| **Civic Literacy, Global Awareness and Cross Cultural Skills (CGC)**<br><br>**Learning Outcome:** Actively contributes to the community and nation, possesses an awareness of and the ability to analyse global issues and trends, and displays socio-cultural skills and sensitivity | **CGC 1**<br>Aware of community and national issues and plays a part to improve the community and nation | **1.1c**<br>The student is able to describe issues that affect the culture, socio-economic development, governance, future and identity of Singapore, and provide the reasons for these issues. | In the study of "Singapore's First Decade (1965-1975): How did Life Change?" students trace how Singapore cautiously chartered her future in the wake of the separation from Malaysia. Students will learn about the significant changes that took place domestically and the circumstances and decisions that drove such change. Students will also know the importance of shaping a Singaporean identity and the policies needed to ensure that Singapore survives as a small independent nation with no resources except for its population. |
| | | **1.2c**<br>The student is able, with support, to plan and organise school and community activities/ programmes to address social issues. | Where applicable |
| | **CGC2**<br>Aware of global issues and trends | **2.1c**<br>The student is able to demonstrate awareness of Singapore's role in addressing issues in the global community. | In the study of nation building following independence, students will understand how the Cold War and political rivalry between the two superpowers, the USA and the USSR, influenced the development of geopolitical tensions in the region, as seen in the Vietnam War. Students can then better appreciate the role of superpowers in the 21ˢᵗ Century in influencing the domestic and foreign policies of other countries. Students can also be led to appreciate the attempts by many countries, such as Singapore, to build strong diplomatic ties with various countries and pursue international stability thus preserving its sovereignty. |

| 21st Century Competency | Standards | Benchmark (End of S2) | Possible activities aligned to the Lower Secondary History Syllabuses |
|---|---|---|---|
| | **CGC3**<br>Displays socio-cultural awareness and sensitivity | **3.1c**<br>The student is able to demonstrate empathy with other socio-cultural groups within Singapore. | In the study of the coming of migrants to colonial Singapore, students will learn about the hardships that the migrants had to go through in order to travel to Singapore. While studying about the Japanese Occupation, students learn about the different experiences people had under Japanese rule. This will help students to avoid stereotyping specific groups of people and learn to view people/issues from multiple viewpoints. Such a process is critical in helping students avoid stereotyping and to practise sensitivity and goodwill towards other social/cultural groups when the opportunity arises. |
| | | **3.2a**<br>The student is able to demonstrate respectful and acceptable behaviour that promote social cohesion. | In the study of the merger and separation period in Singapore's history, students will be introduced to the development of race-based politics and the formation of a national identity in Malaysia. This will help students to better appreciate the need for racial harmony and social cohesion so as to prevent possible political and social tensions that may arise in a racially diverse country. |
| **Critical and Inventive Thinking (CIT)**<br><br>**Learning Outcome:** Generates novel ideas; exercises sound reasoning and reflective thinking to make good decisions; and manages complexities and ambiguities. | **CIT 1**<br>Explores possibilities and generates ideas | **1.1c**<br>The student is able to generate ideas and explore different pathways that are appropriate for responding to an issue/ challenge. | By exercising the historical skills of comparison and contextualisation, students can be led to identify, compare, and explore multiple sources of a given historical issue to arrive at a historical interpretation.<br><br>Example:<br>*In Chapter 4, students will learn about the historical skill of comparison, studying the diversity of people living in Singapore during the 19th and early 20th centuries. Students are first taught to establish a common criteria for comparison, before using a graphic organiser or a table to consolidate the similarities and differences between different groups of people living in Singapore during that time. The* |

| 21<sup>st</sup> Century Competency | Standards | Benchmark (End of S2) | Possible activities aligned to the Lower Secondary History Syllabuses |
|---|---|---|---|
| | | | *students will finally write a summary of the similarities and differences of these groups of people using the common criteria of the various aspects of their lives e.g. culture, pastimes or occupations.* |
| | **CIT 2**<br>Exercises sound reasoning and decision making | **2.1c**<br>The student is able to use evidence and adopt different viewpoints to explain his/ her reasoning and decisions. | By exercising the historical skill of presenting historical interpretation based on historical evidence, students will be able to put forward a meaningful interpretation based on historical context and examined pieces of selected sources.<br><br>Example:<br>*While examining the inquiry question on 'What were people's aspirations for Singapore after 1945?', students will be required to make use of a variety of sources, such as political manifestoes, and people's accounts and recollections, to construct their interpretations of the aspirations that people had after 1945. They will have to extract inferences from the sources, understand the historical context in which the sources are situated, and draw their conclusions based on their examination of sources.* |
| | | **2.2b**<br>The student is able to reflect on his/ her thoughts, attitudes, behaviour and actions during the learning experiences and determine the modifications required. | By exercising the historical skill of comparison and contextualization, students will be able to identify, compare, and explore multiple perspectives to review their interpretations about a historical event or issue.<br><br>Example:<br>*When responding to the inquiry question "How far was Singapore transformed after independence", students will examine sources featuring recollections by Singaporeans on their experiences of moving out from kampongs into HDB flats. Using these sources, students will construct their interpretation of how people's* |

| 21st Century Competency | Standards | Benchmark (End of S2) | Possible activities aligned to the Lower Secondary History Syllabuses |
|---|---|---|---|
| | | | *lives were changed, or remained the same, following their move into HDB housing.* |
| | **CIT 3**<br>Manages complexities and ambiguities | **3.1b**<br>The student is able to identify essential elements of multiple tasks/ roles, stay focused on them and persevere when he/ she encounters difficulties and unexpected challenges. | By exercising the historical skill of causal reasoning, students will be able to develop nuanced understanding across complex cause-and-effect inter-relationships.<br><br>Example:<br>*Through the activities posed in the "Think Like a Historian" section in Chapter 3 ("Why did people come to colonial Singapore before World War Two?"), students learn about the key reasons for the wave of mass migration in the world during the 19th Century. Using the hamburger frame provided, students must select key factors that brought about migration to Singapore and substantiate their choices with relevant factual information derived from the coursebook. The students have to write a well-organised paragraph on a Point, followed by an Elaboration of what the main point is about. The students must then support their elaboration of the main point with relevant Evidence. Finally, the students conclude their responses by ensuring that there is a clear link to the keywords and requirements of the question.* |
| | | **3.2b**<br>The student is able to accept different perspectives, solutions and/ or methods, even in the face of uncertainty. | By exercising the historical skill of situating the historical event or issues within a historical context, students can be led to identify, and explore multiple interpretations of a given historical issue.<br><br>Example:<br>*To answer the inquiry question, 'What were people's aspirations for Singapore after 1945? Students will examine the aspirations of different groups of people after 1945. When examining different aspirations, students will be required to understand how people's* |

| 21st Century Competency | Standards | Benchmark (End of S2) | Possible activities aligned to the Lower Secondary History Syllabuses |
|---|---|---|---|
| | | | *aspirations were shaped by the context of post-war period. Students will also understand how different groups of people adapted to the changing circumstance and situations to achieve their aspirations.* |
| **Information and Communication Skills (ICS)**<br><br>**Learning Outcome:** Manages and uses information effectively and ethically; communicates information and ideas clearly and collaborates effectively. | **ICS 1**<br>Communicates and collaborates effectively | **1.1c**<br>The student is able to explain information and ideas coherently for specific purposes. | By participating in a historical inquiry and completing the Chapter Task, students will be able to apply their historical understanding via a variety of end products which can include visual, oral, multimedia as well as written performance tasks. Rubrics are developed with which to assess the quality of the end product.<br><br>Examples of end products include:<br>• *a short write-up for the school's blog on Singapore's connections with a selected country that Singapore has relations with between the 14th to 19th century*<br>• *an information sheet about the different groups of people in Singapore for a group of exchange students*<br>• *a webpage on changes in peoples' views towards Singapore before and after the Japanese Occupation*<br>• *a photo-montage summarising Singapore's transformation from the 1950 to 1970s* |
| | | **1.2c**<br>The student is able to explore and assess information and ideas with others to complete a group task. | In support of historical inquiry, strategies that promote collaborative learning can be used to engage students more fully in their learning process.<br><br>Example:<br>*While participating in a role play activity, students work collectively with one another to conduct research, write the script and perform in the role-play.* |
| | | **1.3c**<br>The student is able to use a variety of | ICT tools can support historical inquiry by |

| 21st Century Competency | Standards | Benchmark (End of S2) | Possible activities aligned to the Lower Secondary History Syllabuses |
|---|---|---|---|
| | | ICT tools efficiently to communicate and collaborate with others. | providing a platform for students on which to discuss and track their learning during and outside of curriculum time.<br><br>Example:<br>*In an ICT-enabled history lesson, students use Google Docs to record their own interpretations of sources, while at the same time providing comments and seeking clarifications on the interpretations of other group members.* |
| | **ICS 2**<br>Manages and uses information | **2.1c**<br>The student is able to assess and analyse information from a variety of sources and distinguish between fact, point of view and opinion to complete a task. | By participating in an historical inquiry, students will develop their skills of historical reasoning and learn the importance of building evidential understanding.<br><br>Example:<br>*While going through the chapters in the Lower Secondary History coursebooks, students will explore a variety of sources and be able to make inferences and simple comparisons.* |
| | | **2.2c**<br>The student is able to explain/ provide the rationale for the ethical use of information and make informed choices/ a stand for himself/herself on the ethical handling and use of information. | While carrying out a historical inquiry, students conduct research to find relevant sources that address the inquiry question. At this point, teachers provide guidance on the ethical use of information to help them understand the importance of proper citation, as well as cautioning them against plagiarism.<br><br>Example:<br>*The Historical Investigation will require students to select sources of information and write proper citations and footnotes.* |
| | | **2.3c**<br>The student is able to use a variety of ICT tools efficiently to locate sources of information and analyse the information. | Students could be exposed to and tap on ICT tools at the sparking curiosity, data-gathering, exercising reasoning and end product phases of the historical inquiry approach.<br><br>Example: |

| 21<sup>st</sup> Century Competency | Standards | Benchmark (End of S2) | Possible activities aligned to the Lower Secondary History Syllabuses |
|---|---|---|---|
| | | | *In carrying out an inquiry-based assignment, at the data-gathering phase, students can make use of the internet to locate sources on the feelings and thoughts of the people who were faced with the sudden independence of Singapore in August 1965.  Through this activity, students will learn how to make use of databases, access blogs and other academic websites for relevant information.* |

# Section 5: Scope and Sequence Chart for the Lower Secondary History Syllabuses

## Scope and Sequence Chart for the 2014 Lower Secondary History Syllabuses

This Scope and Sequence chart explicates the historical content, concepts, outcomes and MOE initiatives that the new 2014 Lower Secondary History Syllabuses aim to deliver.

| Unit | Key Knowledge | Learning Outcomes | Content Concepts | Practising History | | MOE Initiatives |
|---|---|---|---|---|---|---|
| | | | | Historical Concepts | Historical Skills | |
| **Unit 1 –Tracing Singapore's Origins: How Old is Singapore?** | **Chapter 1: How is knowledge of Singapore's early past constructed?**<br><br>• What is History?<br>• Role of History and Historians in constructing knowledge of the past<br>• How do historians construct knowledge of the past?<br>  ▪ Asking questions about the past<br>  ▪ Gathering sources of information<br>    o Types of sources – written accounts, pictorial record, artefacts<br>    o Role and nature of primary and secondary sources<br>  ▪ Examining sources<br>    o Making inferences<br>    o Obtaining evidence from sources<br>    o Importance of chronology to history and historians<br>  ▪ Forming conclusions<br>    o Providing evidence to support conclusions<br>  ▪ Sources on early Singapore before 1819<br>    o Written accounts<br>    o Map<br>    o Archaeological sources | **Knowledge and Skills**<br>• understand the role and importance of chronology, sources, and evidence, in history and to the historians<br>• identify and understand key words in the inquiry question<br>• gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question<br>• draw a timeline of the important events in Singapore's early past - from the 14th to the early 19th century<br><br>**Values and Attitudes**<br>• appreciate that sources could be further understood from a study of its background information<br>• appreciate the importance the past has in helping to understand the present | • Archaeology<br>• History | • **Chronology**<br><br>Rationale:<br>Offers students the opportunity to understand the concept of time and that if events are put in the wrong order, our understanding of what life was like in the past will be affected.<br><br>• **Sources**<br><br>Rationale:<br>Enables students to understand that<br>• historians use sources to tell us about the past<br>• historians use more than one source when investigating the past<br>• there are many different types of sources that historians use to construct knowledge of the past | **Understanding Chronology focus:** Able to read a timeline and sequence events<br><br>**SBQ/SQ Skills focus: Comprehend and extract relevant information** from sources to form a response to the inquiry question | 21st CC<br>• Global awareness<br>• Manage information effectively<br>• Communicate effectively<br>• Reflective thinking |
| | **Chapter 2: What can historical evidence tell us about Singapore's connections with the world up to the 19th century?**<br><br>• *Trade across time and cultures*<br>  ▪ *The earliest connection among countries in the world*<br>• Singapore and trade<br>  ▪ Overview of Singapore's connections with the world<br>• *Singapore and Asian Trade situation before the 14th* | **Knowledge and Skills**<br>• understand that knowing the background information in which sources are used and produced enables historians to present knowledge about the past as logically as possible<br>• understand Singapore's role within the region's maritime trade route during the 14th-19th centuries.<br>• describe how Sir Stamford Raffles | • Trade<br>• Maritime kingdoms<br>• Colonisation | • **Evidence I**<br><br>Rationale:<br>Enables students to understand that<br>• sources become evidence when they are used to answer a question | **SBQ/SQ Skills focus: Comprehend and extract relevant information** from sources to answer a question | 21st CC<br>• Global awareness<br>• Manage information effectively<br>• Communicate effectively<br>• Reflective thinking |

| Unit | Key Knowledge | Learning Outcomes | Content Concepts | Practising History | | MOE Initiatives |
|---|---|---|---|---|---|---|
| | | | | Historical Concepts | Historical Skills | |
| | *century*<br>▪ *Trade in Asia before the 14th century*<br>▪ Rise of Maritime kingdoms in Southeast Asia from the 1st to 14th centuries.<br>• Rise of Temasek in the 14th century<br>▪ Fall of the kingdom of Srivijaya<br>▪ Role of Temasek as an entrepot<br>▪ Advantages of monsoons to Temasek<br>▪ Role of Sang Utama and the Orang Laut<br>• Singapore's connections with the world during the 13th to 15th centuries<br>▪ Evidence of connections with the world – Written accounts and artefacts<br>• Singapore's connections with the world from the 15th to 19th centuries<br>▪ Singapore's connections with Melaka (15th to 16th centuries)<br>▪ *Singapore's connections with the Johor-Riau Sultanate (16th to early 19th centuries)*<br>▪ *Singapore's connections with the Portuguese and the Dutch (16th to early 19th centuries)*<br>• Singapore's connections with the world in the 19th century.<br>▪ Singapore's founding as a British trading settlement in 1819<br><br>*Optional and non-examinable for Normal (Academic) Course* | founded Singapore in the 19th century.<br>• identify and understand key words in the inquiry question<br>• gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question<br><br>**Values and Attitudes**<br>• appreciate the importance the past has in helping to understand the present | | | | |
| **Unit 2 – Life in Colonial Singapore: Was It The Same For Everyone?** | **Chapter 3: Why did people come to colonial Singapore before World War Two?**<br><br>• Who were the people that came to Singapore in the 19th and Early 20th Centuries?<br><br>• Mass migration in the 19th Century – why did it happen?<br>▪ What is migration?<br>▪ *Reasons for the mass migration in the 19th Century*<br>  ○ *The Industrial Revolution*<br>  ○ *The End of Slave Trade*<br>  ○ *The Opening of the Suez Canal in 1869*<br><br>• Reasons for coming to Singapore<br>▪ Push factors<br>  ○ Poverty and starvation<br>  ○ Unrest and instability<br>▪ Pull factors<br>  ○ Better trade and business opportunities<br>  ○ Better job prospects<br><br>*Optional and non-examinable for Normal (Academic) Course* | **Knowledge and Skills**<br>• inquire into the causes for human migration in consideration of global events, regional factors as well as personal reasons<br>• extract and record information from a range of accounts to explain reasons for migration<br>• organise and consolidate information from the sources to formulate responses to the inquiry question<br>• identify and understand key words in the inquiry question<br>• gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question<br><br>**Values and Attitudes**<br>• develop empathy for the past and present migrant communities in Singapore by understanding the reasons for their decision to settle in Singapore and/or how they have adjusted to life in Singapore | • Colonial rule<br>• Community<br>• Migration<br>• Livelihood | **Causation**<br><br>Rationale:<br>Enables students to understand that<br>• causes are reasons for a subsequent action or event<br>• there can be multiple causes for events in history | **SQ Skills focus: Identify factors** and be able to **describe** the factors | 21st CC<br>• Global awareness<br>• Manage information effectively<br>• Communicate effectively<br>• Reflective thinking |

| Unit | Key Knowledge | Learning Outcomes | Content Concepts | Practising History | | MOE Initiatives |
| --- | --- | --- | --- | --- | --- | --- |
| | | | | Historical Concepts | Historical Skills | |
| | | • appreciate the sacrifices made by the early immigrants to the development of Singapore. | | | | |
| | **Chapter 4: How was life different for the various people in colonial Singapore before World War Two?**<br><br>• Experiences of the various people in Colonial Singapore<br>  ▪ Living Conditions<br>    ○ Sanitation<br>    ○ Housing<br>  ▪ Employment<br>    ○ Types of jobs<br>  ▪ Leisure and Entertainment<br>    ○ Activities<br>    ○ Vices<br>  ▪ Community Ties<br>    ○ Relations within the community<br>    ○ Relations with other communities | **Knowledge and Skills**<br>• record and organize information from a range of accounts to explain the relative significance of the contributions of the different races to the social and economic development of Singapore in the 19th Century.<br>• Identify / describe the similarities and differences in the lives of the various communities living in colonial Singapore<br>• identify and understand key words in the inquiry question<br>• gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question<br><br>**Values and Attitudes**<br>• appreciate the rich cultural diversity of the people in Singapore. | • Community<br>• Pastimes<br>• Living Conditions | • **Diversity I**<br><br>Rationale:<br>Enables students to understand that<br>• people lead different lives and have different experiences even when they lived in the same place during the same period in history<br>• the diversity of people's experiences can be discovered by identifying similarities and differences in their experiences<br>• a common basis or a criterion needs to be used to make a valid comparison of these similarities and differences | **SBQ Skills focus:** Compare and contrast - appreciate the diversity of evidence and understand the role each perspective brings to an interpretation of what happened. An activity that allows students to compare evidences and be able to identify the differences and similarities found within and across these evidences. | 21st CC<br>• Global awareness<br>• Manage information effectively<br>• Communicate effectively<br>• Reflective thinking |
| **Unit 3 - Towards Independence: Was Singapore An 'Accidental Nation'?** | **Chapter 5: Did the Japanese Occupation change the way people viewed Singapore?**<br><br>• People's views towards Singapore in the first half of the 20th century<br>  ▪ Views towards Singapore as 'home'<br>    ○ Affinity towards country of origin<br>    ○ Sense of belonging to Singapore<br>  ▪ Views of the British as rulers of Singapore<br>    ○ British superiority<br>  ▪ Views of Singapore as an 'impregnable fortress'<br><br>• People's experiences during the Japanese Occupation and post-war British rule<br>  ▪ British failure to defend Singapore<br>  ▪ Life under the Japanese<br>    ○ Anti-Western Propaganda<br>    ○ Rule of fear<br>    ○ Deprivation | **Knowledge and Skills**<br>• describe people's views towards Singapore before the Japanese Occupation<br>• describe / *explain how people's experiences during the Japanese Occupation and post-war British rule affected people's views towards Singapore<br>• describe / *explain how people's views towards Singapore changed or remained the same after the Japanese Occupation<br>• identify and understand key words in the inquiry question<br>• gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question<br><br>**Values and Attitudes** | • Government<br>• Sense of belonging<br>• Defence<br>• Propaganda | • **Change and Continuity I**<br><br>Rationale:<br>Enables students to understand that<br>• something or someone causes change to take place.<br>• in order to know whether a change has taken place, a comparison has to be made across a given time period.<br>• a common basis or a criterion | **SQ Skills focus (Exp):** Identifying and explaining aspects of change and aspects of continuity<br><br>**SQ Skills focus (NA):** Identifying and describing aspects of change and aspects of continuity<br><br>**SBQ Skills focus:**<br>• **Comprehend and extract relevant information** | 21st CC<br>• Global awareness<br>• Manage information effectively<br>• Communicate effectively<br>• Reflective thinking |

| Unit | Key Knowledge | Learning Outcomes | Content Concepts | Practising History | | MOE Initiatives |
|---|---|---|---|---|---|---|
| | | | | Historical Concepts | Historical Skills | |
| | <ul><li>Life under the post-war British rule<ul><li>Shortages of food, housing</li><li>Unemployment, strikes</li></ul></li></ul><ul><li>Impact of the Japanese Occupation and post-war British rule on people's views towards Singapore<ul><li>Views towards Singapore as 'home'<ul><li>Rise of political awareness</li></ul></li><li>Views of the British as rulers of Singapore<ul><li>Diminishing respect for the British</li></ul></li><li>Views of Singapore as an 'impregnable fortress'<ul><li>Singapore's vulnerability</li></ul></li></ul></li></ul> | <ul><li>develop an appreciation of the vulnerability of Singapore's position as a country within the global arena</li><li>show empathy for the hardships faced by the people in the past</li><li>understand how external events shape thinking and value systems at different times and space</li><li>value self-determination and independence from foreign rule</li></ul> | | needs to be used to make a comparison across a given time period.<ul><li>change takes place when something is different from its original state.</li><li>if things remain largely the same, we call this continuity.</li></ul> | from sources to make inferences | |
| | **Chapter 6: What were people's aspirations for Singapore after 1945?**<br><ul><li>Overview of the political developments in Singapore (1945-1959)<ul><li>Constitutional changes in Singapore (1945-1959)</li><li>*Reasons for constitutional changes*</li></ul></li><li>Search for independence<ul><li>Road to self-government, 1959<ul><li>*Singapore Progressive Party*</li><li>Labour Front</li><li>People's Action Party</li><li>Workers' Unions</li><li>*Students' Movement*</li></ul></li><li>Merger with Malaya, 1963<ul><li>Support for merger</li><li>Opposition to merger</li></ul></li><li>Separation from Malaysia and independence, 1965</li></ul></li></ul><br>*\* Optional and non-examinable for Normal (Academic) Course* | **Knowledge and Skills**<ul><li>describe the constitutional developments in Singapore after 1945</li><li>identify the role of global forces in influencing political developments in Singapore</li><li>describe / *explain* how the different political parties and their proponents sought to gain support from the people in their struggle for independence</li><li>identify and understand key words in the inquiry question</li><li>gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question</li></ul><br>**Values and Attitudes**<ul><li>show empathy for the hardships faced by the people in the past understand how external events shape thinking and value systems at different times and space</li><li>value the importance of independence from foreign rule</li></ul> | <ul><li>Constitution</li><li>Election</li><li>Self-Government</li><li>Merger</li><li>Independence</li></ul> | **Diversity II**<br><br>Rationale:<br>Enables students to understand that<ul><li>we need to make generalisations in history</li><li>to ensure that the generalisation is valid, we need to test the generalisation, strengthen the generalisation by adding supporting evidence and by showing that there are exceptions</li></ul>. | **SQ Skills focus (Exp):** Identify and explain factors<br><br>**SQ Skills focus (NA):** Identify and describe factors<br><br>**SBQ Skills focus:**<ul><li>**Comprehend and extract relevant information** from sources to make inferences</li></ul> | 21st CC<ul><li>Global awareness</li><li>Manage information effectively</li><li>Communicate effectively</li><li>Reflective thinking</li></ul> |
| **Unit 4 – Singapore's First Decade (1965-1975): How Did Life Change?** | **Chapter 7: What did independence mean for Singapore?**<ul><li>Singapore is out of Malaysia!<ul><li>Political leaders' reactions</li><li>Local peoples' reactions</li><li>*Reactions of leaders and media from other countries*<ul><li>*Indonesia, Malaysia*</li><li>*Britain, Australia*</li></ul></li><li>Challenges to Singapore and her people<ul><li>Concerns over internal and external security</li><li>Concerns over Singapore's economic survival</li></ul></li></ul></li></ul> | **Knowledge and Skills**<ul><li>describe the different reactions towards an independent Singapore</li><li>describe / *explain* the challenges facing an independent Singapore and its people</li><li>identify and understand key words in the inquiry question</li><li>gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question</li></ul> | <ul><li>Sovereignty</li><li>Independence</li><li>Citizenship</li><li>Diplomacy</li></ul> | **Historical Significance**<br><br>Rationale:<br>Enables students to understand that<ul><li>historians pay attention to certain events or personalities in the past that is</li></ul> | **SBQ Skills focus:**<ul><li>**Comprehend and extract relevant information** from sources to make inferences</li></ul> | <ul><li>NE – Citizenship</li><li>Active contributor</li><li>Concerned citizen</li></ul><br>21st CC<ul><li>Global awareness</li><li>Manage</li></ul> |

| Unit | Key Knowledge | Learning Outcomes | Content Concepts | Practising History | | MOE Initiatives |
|---|---|---|---|---|---|---|
| | | | | **Historical Concepts** | **Historical Skills** | |
| | o    Concerns over citizenship issues<br><br>* *Optional and non-examinable for Normal (Academic) Course* | **Values and Attitudes**<br>• develop an appreciation of the vulnerability of Singapore's position as a country within a global arena<br>• cultivate a willingness to be resilient under adverse circumstances and desire to overcome the odds that Singapore may face in the future | | significant<br>• to be considered significant, the event, people, ideas or issue must matter in a way that has deep consequences or affected people over an extended period of time (even till today) | | information effectively<br>• Communicate effectively<br>• Reflective thinking |
| | **Chapter 8: How far were people's lives transformed after independence?**<br>• Embracing being Singaporean<br>  ▪ From Negara-ku to Majulah Singapura<br>    o   The importance of the National Symbols<br>  ▪ From British Far East Command to Singapore Armed Forces (SAF)<br>    o   The establishment of the Ministry of the Interior and Defence (MID)<br>    o   The setting up of a citizen-based armed forces and the beginning conscription of citizens for National Service in 1967.<br>    o   People's reactions to, and experiences of serving National Service.<br><br>• Singapore's Economic Transformation: From Trading Port to Diversified Economy<br>  ▪ Developing an export-oriented economy.<br>  ▪ Developing infrastructure<br>  ▪ Developing the banking/finance and tourism industries.<br><br>• Change in Standard of Living: From Shophouses, Squatters and Kampongs to HDB Flats<br>  ▪ Living Conditions in the Shophouses and Squatters<br>  ▪ The Need for Public Housing and the establishment of the Housing Development Board<br>  ▪ People's reactions to resettlement<br>  ▪ People's reactions to moving into HDB flats | **Knowledge and Skills**<br>• describe / *explain the conditions in Singapore that made policies to improve the conditions necessary<br>• interpret people's opinions about the policy changes in Singapore to deepen understanding of the adjustments people had to make after independence<br>• identify and understand key words in the inquiry question<br>• gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question<br><br>**Values and Attitudes**<br>• develop an appreciation of the vulnerability of Singapore's position as a country within a global arena<br>• cultivate a willingness to be resilient under adverse circumstances and desire to overcome the odds that Singapore may face in the future | • Identity<br>• Defence<br>• Economy<br>• Development<br>• Housing | **Change and Continuity**<br><br>Rationale:<br>enable students to understand that<br>• people and society undergo changes, yet at the same time there may be aspects that remain the same (continuity);<br>• these changes and continuities can be described in terms of their pace and extent. | **SQ Skills Focus: Substantiation of an Argument**<br>• State a stand, explain the rationale of this stand, and provide evidence to support the stand. | 21st CC<br>• Global awareness<br>• Manage information effectively<br>• Communicate effectively<br>• Reflective thinking |

**Point to Note:** *All the units in the syllabus allow the study of any of the historical concepts that have been listed. For the purpose of the "Think Like a Historian" section of the Coursebook, one concept will be selected to demonstrate how the historical concept operates within the study of specific historical knowledge.*

## References

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# Section 6: Assessment

# ASSESSMENT

**LOWER SECONDARY ASSESSMENT**

**Purpose**

Assessment for the new Lower Secondary History Syllabuses will include **Assessment for Learning** and **Assessment of Learning**. These forms of assessment play an integral role in the teaching and learning of History. The purpose of assessment must be understood beyond the context of examinations. Assessment for learning takes place during teaching and aims to help students improve their learning. It provides teachers with information on students' progress and valuable feedback on the effectiveness of their lessons. Teachers can use the information gained to scaffold students' learning to ensure progression. Assessment for learning can also help students to develop positive habits of reflection and independent learning through peer and self-assessment.

In contrast, Assessment of Learning typically takes place at the end of a unit or term. It plays a critical role in assessing students' knowledge and understanding of the subject. It yields information on mastery and attainment and provides a means to determine the ability of students to progress to the next level. Both Assessment for and of Learning aim to facilitate meaningful learning in History, where the learning process is developmentally appropriate and caters to students' varied needs, and helps them acquire 21st Century Competencies. Beyond this, assessment should also reflect the experiences we want students to have in the study of History that mirrors real life scenarios. This will enable students to appreciate the relevance of what they have learnt (content, skills and historical understanding) and be able to apply these in their daily lives, now and in the future.

**ASSESSMENT OBJECTIVES**

The assessment objectives of the Lower Secondary History syllabuses are to assess the knowledge, historical understanding and skills acquired through students' study of History that is age-appropriate. The assessment objectives are:

**Objective 1: Deploying Knowledge**

*Students should be able to:*
- recall, select, organise and use their knowledge and understanding of History in context.
- demonstrate knowledge of the historical inquiry process (formulating questions, gathering evidence, exercising reasoning and reflective thinking).

**Objective 2: Communicating Historical Knowledge and Constructing Descriptions / Explanations**

*Students should be able to demonstrate:*
- their understanding of the past by identifying, describing and explaining:
  - key concepts: causation, consequence, continuity, change and significance within a historical context; and
  - key features and characteristics of the periods studied and the relationship between them;

- their ability to evaluate causation and historical significance to arrive at a reasoned conclusion (*for **Sec 2 Exp students only***).

**Objective 3: Interpreting and Evaluating Source Materials**

*In using source materials, students should be able to understand, examine and evaluate:*
- a range of source materials as part of an historical inquiry; and
- how aspects of the past have been interpreted and represented in different ways as part of an historical inquiry by:
  - comprehending and extracting relevant information;
  - drawing inferences from given information; and
  - comparing and contrasting different views.

**How do the Assessment Objectives Apply to Historical Investigation?**

Using the knowledge and skills developed in Objectives 1, 2 and 3, students should be able to apply a combination of these specific historical skills and knowledge to inquire into and solve authentic historical issues.

*Students should be able to demonstrate:*
- the processes and strategies that are used to inquire and solve the authentic historical issue:
  - find information from multiple sources;
  - examine evidences to interpret the points of view expressed in the sources;
  - combine evidence and ideas from several sources to support their conclusion and solve the issue; and
  - communicate findings and ideas using an appropriate format.

**ASSESSMENT MODES**

To encourage independent learning, foster the spirit of inquiry and develop collaborative and communication skills as well as lay a strong foundation of historical knowledge and skills in our students, a variety of assessment modes is encouraged. The details are in the Table 8 below.

*Table 8: Assessment Modes for the Lower Secondary History Syllabuses*

| ASSESSMENT MODE | PURPOSE | EXAMPLES |
|---|---|---|
| **Chapter Task** | Requires students to apply their understanding through an authentic activity that will assess their application of the knowledge and skills learnt. | <ul><li>a short write-up for the school's blog on Singapore's connections with a selected country that Singapore has relations with between the 14th to 19th century</li><li>an information sheet for a group of exchange students about the reasons why people came to colonial Singapore</li><li>a webpage on changes in peoples' views towards Singapore before and after</li></ul> |

| ASSESSMENT MODE | PURPOSE | EXAMPLES |
|---|---|---|
| | | the Japanese Occupation<br>• a photo-montage summarising Singapore's transformation from the 1950 to 1970s |
| Source-Based Question | Consists of separate sub-questions that require students to demonstrate the ways in which evidence in the sources can be analysed, evaluated or interpreted in response to an inquiry of a historical event or issue. | • Inference questions<br>• Compare and contrast questions<br>• Check for reliability questions |
| Structured Question | Consists of related sub-questions that assess a historical event or issue. Requires students to demonstrate their ability to recall and identify causal factors, select and give accounts of events or situations, select and apply knowledge, and provide explanations. | • Questions on Identifying factors<br>• Questions on describing factors<br>• Questions on constructing explanations |
| Historical Investigation | Requires students to participate collaboratively in an inquiry or investigate an authentic historical issue. This will involve, planning, gathering, examining sources, consolidating and communicating the findings. | • Individual Contribution<br>• Group Contribution<br>• Group End-Product |

## SPECIFICATION GRIDS OF ASSESSMENT: SECONDARY 1 & 2 EXPRESS

The assessment specification grid for the 2014 Lower Secondary History syllabuses consists of Chapter Task, Source-Based Questions, Structured Questions and the Historical Investigation (HI). All these assessment modes except for HI are assessed regularly over a period of time. Students are therefore assessed at regular junctures of their learning process rather than only at the end. These assessment modes contribute to form the overall results for each module or academic year.

The Lower Secondary History assessment for Express students consists of two Chapter Tasks (2 x 10 marks) and two End-of-Unit Tests (2 x 25 marks). The Chapter Task will enable students to apply the knowledge and skills learnt in the classroom to a tangible end-product. The End-of-Unit Test of 50 minutes duration will consist of a Source-Based Question (15 marks) and a Structured Question (10 marks). The Source-Based Question will require students to demonstrate the ways in which information in the sources can yield logical inferences and be compared. The Structured Question will require students to demonstrate their ability to recall and identify causal factors, select and give straight-forward accounts of events or situations, select and apply knowledge, and provide explanations. The assessment specification grid is shown in Table 9 below.

*Table 9: Assessment Specification Grid without Examination*

| ASSESSMENT MODE | | ASSESSMENT OBJECTIVES | PAPER (WEIGHTING) | Duration |
|---|---|---|---|---|
| Chapter Task [2 tasks] | | AO2 + AO3 | 20% [10 x 2] | Outside curriculum time |
| Source-Based Question [2 tests] | | AO3 | 30% [15 x 2] | 30 min |
| Structured Question [2 tests] | | AO2 | 20% [10 x 2] | 20 min |
| Historical Investigation | Process & Product | AO2 + AO3 | 30% | 12 Periods (Exp) |
| | | **Overall Total** | **100%** | |

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

At Secondary 1, Express students are expected to identify factors in sub-question (a) and to describe the factors in sub-question (b). At Secondary 2, Express students are expected to identify factors in sub-question (a) and to explain the factors in sub-question (b). For suggested format details of the different assessment modes, please refer to Table 10 below.

*Table 10: Suggested Format Details of Assessment Modes*

| Level | Assessment Mode | Suggested Examples | Suggested Weighting | Suggested Duration |
|---|---|---|---|---|
| **Sec One Express** | **Chapter Task** | Refer to Chapter Tasks in Chapters 1 to 4 of the coursebook<br><br>Mark using rubrics | 10% per task | Outside curriculum time |
| | **Source-Based Question** | 1 set of questions (with 4 sources and 3 sub-questions, worth a total of 15 marks)<br>• Sub-question (a) requires students to demonstrate their skill of **comprehension and inference** [worth 4 marks]<br>• Sub-question (b) requires students to demonstrate their skills of **inference** [worth 5 marks]<br>• Sub-question (c) requires students to demonstrate their **compare and contrast** skills [worth 6 marks]<br><br>Mark using LORMS | 15% per set of questions | 30 min |
| | **Structured Question** | 1 question (with 2 sub-parts, worth 10 marks)<br>• Sub-question (a) requires students to **identify** 3 causal factors of a historical event or issue [worth 3 marks]<br>• Sub-question (b) requires students to **describe** the causal factors identified in sub-question (a) [worth 7 marks]<br><br>Mark using LORMS except for sub-question (a) which is marked by point marking. | 10% per set of questions | 20 min |
| | **Historical Investigation** | Students to conduct one HI per academic year.<br><br>Either<br>• Unit 1: What was Singapore like before 1819?<br>Or<br>• Unit 2: Why were pastimes a part of people's lives in colonial Singapore before World War Two? | 30% | 12 periods |

| Level | Assessment Mode | Suggested Examples | Suggested Weighting | Suggested Duration |
|---|---|---|---|---|
| | | Mark using rubrics | | |
| **Sec Two Express** | **Chapter Task** | Refer to the Chapter Tasks in Chapters 5 to 8 of the coursebook<br><br>Mark using rubrics | 10% per task | Outside curriculum time |
| | **Source-Based Question** | 1 set of questions (with 4 sources and 3 sub-questions, worth a total of 15 marks)<br>• Sub-question (a) requires students to demonstrate their skills of **comprehension and inference** [worth 4 marks]<br>• Sub-question (b) requires students to demonstrate their skills of **inference** [worth 5 marks]<br>• Sub-question (c) requires students to demonstrate their **compare and contrast** skills, [worth 6 marks]<br><br>Mark using LORMS | 15% per set of questions | 30 min |
| | **Structured Question** | 1 set of questions (with 2 sub-questions, worth 10 marks)<br>• Sub-question (a) requires students to **identify** 3 causal factors of a historical event or issue [worth 3 marks]<br>• Sub-question (b) requires students to **explain** the causal factors of the historical event or issue [worth [7 marks]<br><br>Mark using LORMS except for sub-question (a) which is marked by point marking. | 10% per set of questions | 20 min |
| | **Historical Investigation** | Students to conduct one HI per academic year.<br><br>Either<br>• Unit 3: Did the Japanese Occupation bring about changes in the lives of teenagers?<br>Or<br>• Unit 4: What should be remembered about Singapore in the 1960s and the 1970s?<br><br>Mark using rubrics | 30% | 12 periods |

However, if the school requires students to take an examination, then the school should follow the assessment specification grid set out below in Table 11.

Table 11: Assessment Specification Grid with Examination

| ASSESSMENT MODE | | ASSESSMENT OBJECTIVES | PAPER (WEIGHTING) | Duration |
|---|---|---|---|---|
| Chapter Task | | AO2 + AO3 | 10% | Outside curriculum time |
| Source-Based Question | | AO3 | 15% | 30 min |
| Structured Question | | AO2 | 10% | 20 min |
| Historical Investigation | Process & Product | AO2 + AO3 | 30% | 12 Periods (Exp) |
| Examination | Source-Based Question | AO3 | 15% | 1h 10 min |
| | Structured Question (x2) | AO2 | 20% [10 x 2] | |
| | | **Overall Total** | **100%** | |

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

In the setting of the examination, there should be two sections to the paper. Section A is the Source-Based Question and Section B consists of the Structured Questions. For suggested format details of the different assessment modes in the examination, please refer to Table 12.

Table 12: Suggested Format Details of Assessment Modes under Examination

| Level | Assessment Mode | Suggested Examples | Suggested Weighting | Suggested Duration |
|---|---|---|---|---|
| **Sec One Express** | **Section A**<br><br>**Source-Based Question** | 1 set of questions (with 4 sources and 3 sub-questions, worth a total of 15 marks)<br>• Sub-question (a) requires students to demonstrate their skills of **comprehension and inference** [worth 4 marks]<br>• Sub-question (b) requires students to demonstrate their skills of **inference** [worth 5 marks]<br>• Sub-question (c) requires students to demonstrate their **compare and contrast** skills [worth 6 marks]<br><br>Mark using LORMS | 15% per set of questions | 30 min |
| | **Section B**<br><br>**Structured Question** | Set 3 questions (students to choose 2 out of 3 questions to answer)<br><br>Each set of questions has 2 sub-parts, worth 10 marks<br>• Sub-question (a) requires students to **identify** 3 causal factors of a historical event or issue | 20% [10% x 2] | 40 min |

| Level | Assessment Mode | Suggested Examples | Suggested Weighting | Suggested Duration |
|---|---|---|---|---|
| | | [worth 3 marks]<br>• Sub-question (b) requires students to **describe** the causal factors identified in sub-question (a) [worth 7 marks]<br><br>Mark using LORMS except for sub-question (a) which is marked by point marking. | | |
| **Sec Two Express** | **Section A**<br><br>**Source-Based Question** | 1 set of questions (with 4 sources and 3 sub-questions, worth a total of 15 marks)<br>• Sub-question (a) requires students to demonstrate their skills of **comprehension and inference** [worth 4 marks]<br>• Sub-question (b) requires students to demonstrate their skills of **inference** [worth 5 marks]<br>• Sub-question (c) requires students to demonstrate their **compare and contrast** skills [worth 6 marks]<br><br>Mark using LORMS | 15% per set of questions | 30 min |
| | **Section B**<br><br>**Structured Question** | Set 3 questions (students to choose 2 out of 3 questions to answer)<br><br>Each set of questions has 2 sub-parts, worth 10 marks<br>• Sub-question (a) requires students to **identify** 3 causal factors of a historical event or issue [worth 3 marks]<br>• Sub-question (b) requires students to **explain** the causal factors identified in sub-question (a) [worth [7 marks]<br><br>Mark using LORMS except for sub-question (a) which is marked by point marking. | 20% [10% x 2] | 40 min |

## SPECIFICATION GRIDS OF ASSESSMENT: SECONDARY 1 & 2 NORMAL (ACADEMIC)

The assessment specification grid for the 2014 Lower Secondary History syllabuses consists of Chapter Task, Source-Based Questions, Structured Questions and the Historical

Investigation (HI). All these assessment modes except for HI are assessed regularly over a period of time. Students are therefore assessed at regular junctures of their learning process rather than only at the end. Together with Historical Investigation, these two components contribute to form the overall results for each module or academic year.

The Lower Secondary History assessment for Normal (Academic) students consists of two Chapter Tasks (2 x 10 marks) and two End-of-Unit Tests (2 x 25 marks). The Chapter Task will enable students to apply the knowledge and skills learnt in the classroom to a tangible end-product. The End-of-Unit Test of 50 minutes duration will consist of a Source-Based Question (15 marks) and a Structured Question (10 marks). The Source-Based Question will require students to demonstrate the ways in which information in the sources can yield logical inferences and be compared. The Structured Question will require students to demonstrate their ability to recall and identify causal factors, select and give straight-forward accounts of events or situations, and select and apply knowledge. The assessment specification grid is shown in Table 13 below.

*Table 13: Assessment Specification Grid without Examination*

| ASSESSMENT MODE | | ASSESSMENT OBJECTIVES | PAPER (WEIGHTING) | Duration |
|---|---|---|---|---|
| Chapter Task [2 tasks] | | AO2 + AO3 | 20% [10 x 2] | Outside curriculum time |
| Source-Based Question [2 tests] | | AO3 | 30% [15 x 2] | 30 min |
| Structured Question [2 tests] | | AO2 | 20% [10 x 2] | 20 min |
| Historical Investigation | Process & Product | AO2 + AO3 | 30% | 15 Periods (NA) |
| | **Overall Total** | | **100%** | |

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

At Secondary 1 and 2, Normal (Academic) students are expected to identify factors in sub-question (a) and to describe the factors in sub-question (b). For suggested format details of the different assessment modes, please refer to Table 14 below.

*Table 14: Suggested Format Details of Assessment Modes*

| Level | Assessment Mode | Suggested Examples | Suggested Weighting | Suggested Duration |
|---|---|---|---|---|
| **Sec One Normal (Academic)** | **Chapter Task** | Refer to the Chapter Tasks in Chapters 1 to 4 of the coursebook<br><br>Mark using rubrics | 10% per task | Outside curriculum time |
| | **Source-Based Question** | 1 set of questions (with 4 sources and 3 sub-questions, worth a total of 15 marks)<br>• Sub-question (a) requires students to demonstrate their skills of **comprehension and inference** [worth 4 marks]<br>• Sub-question (b) requires students to demonstrate their skill of **inference** [worth 5 marks]<br>• Sub-question (c) requires students to demonstrate their | 15% per set of questions | 30 min |

| Level | Assessment Mode | Suggested Examples | Suggested Weighting | Suggested Duration |
|---|---|---|---|---|
| | | **compare and contrast** skills worth [6 marks]<br><br>Mark using LORMS | | |
| | **Structured Question** | 1 question (with 2 sub-parts, worth 10 marks)<br>• Sub-question (a) requires students to **identify** 3 causal factors of a historical event or issue [worth 3 marks]<br>• Sub-question (b) requires students to **describe** the causal factors identified in sub-question (a) [worth 7 marks]<br><br>Mark using LORMS except for sub-question (a) which is marked by point marking. | 10% per set of questions | 20 min |
| | **Historical Investigation** | Students to conduct one HI per academic year.<br><br>Either<br>• Unit 1: What was Singapore like before 1819?<br>Or<br>• Unit 2: Why were pastimes a part of people's lives in colonial Singapore before World War Two?<br><br>Mark using rubrics | 30% | 15 periods |
| **Sec Two Normal (Academic)** | **Chapter Task** | Refer to the Chapter Tasks in Chapters 5 to 8 of the coursebook<br><br>Mark using rubrics | 10% per task | Outside curriculum time |
| | **Source-Based Question** | 1 set of questions (with 4 sources and 3 sub-questions, worth total of 15 marks)<br>• Sub-question (a) requires students to demonstrate their skills of **comprehension and inference** [worth 4 marks]<br>• Sub-question (b) requires students to demonstrate their skills of **inference** [worth 5 marks]<br>• Sub-question (c) requires students to demonstrate their **compare and contrast** skills [worth 6 marks]<br><br>Mark using LORMS | 15% per set of questions | 30 min |
| | **Structured Question** | 1 question (with 2 sub-parts, worth 10 marks) | 10% per set of questions | 20 min |

| Level | Assessment Mode | Suggested Examples | Suggested Weighting | Suggested Duration |
|---|---|---|---|---|
| | | • Sub-question (a) requires students to **identify** 3 causal factors of a historical event or issue [worth 3 marks]<br>• Sub-question (b) requires students to **describe** the causal factors identified in sub-question (a) [worth 7 marks]<br><br>Mark using LORMS except for sub-question (a) which is marked by point marking. | | |
| | **Historical Investigation** | Students to conduct one HI per academic year.<br><br>Either<br>• Unit 3: Did the Japanese Occupation bring about changes in the lives of teenagers?<br>Or<br>• Unit 4: What should be remembered about Singapore in the 1960s and the 1970s?<br><br>Mark using rubrics. | 30% | 15 periods |

However, if the school requires students to take an examination, then the school should follow the assessment specification grid set out below in Table 15.

*Table 15: Assessment Specification Grid with Examination*

| ASSESSMENT MODE | | ASSESSMENT OBJECTIVES | PAPER (WEIGHTING) | Duration |
|---|---|---|---|---|
| Chapter Task | | AO2 + AO3 | 10% | Outside curriculum time |
| Source-Based Question | | AO3 | 15% | 30 min |
| Structured Question | | AO2 | 10% | 20 min |
| Historical Investigation | Process & Product | AO2 + AO3 | 30% | 15 Periods (NA) |
| Examination | Source-Based Questions | AO3 | 15% | 1h 10 min |
| | Structured Questions (x2) | AO2 | 20% [10 x 2] | |
| | | **Overall Total** | **100%** | |

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

In the setting of the examination, there should be two sections to the paper. Section A is the Source-Based Question and Section B consists of the Structured Questions. For suggested

format details of the different assessment modes in the examination, please refer to Table 16.

*Table 16: Suggested Format Details of Assessment Modes under Examination*

| Level | Assessment Mode | Suggested Examples | Suggested Weighting | Suggested Duration |
|---|---|---|---|---|
| **Sec One Normal (Academic)** | **Section A**<br><br>**Source-Based Question** | 1 set of questions (with 4 sources and 3 sub-questions, worth a total of 15 marks)<br>• Sub-question (a) requires students to demonstrate their skills of **comprehension and inference** [worth 4 marks]<br>• Sub-question (b) requires students to demonstrate their skills of **inference** [worth 5 marks]<br>• Sub-question (c) requires students to demonstrate their **compare and contrast** skills [worth 6 marks]<br><br>Mark using LORMS | 15% per set of questions | 30 min |
| | **Section B**<br><br>**Structured Questions** | Set 3 questions (students to choose 2 out of 3 questions to answer)<br><br>Each set of questions has 2 sub-parts, worth 10 marks<br>• Sub-question (a) requires students to **identify** 3 causal factors of a historical event or issue [worth 3 marks]<br>• Sub-question (b) requires students to **describe** the causal factors identified in sub-question (a) [worth 7 marks]<br><br>Mark using LORMS except for sub-question (a) which is marked by point marking. | 10% x 2 = 20% | 40 min |
| **Sec Two Normal (Academic)** | **Section A**<br><br>**Source-Based Question** | 1 set of questions (with 4 sources and 3 sub-questions, worth a total of 15 marks)<br>• Sub-question (a) requires students to demonstrate their skills of **comprehension and inference** [worth 4 marks]<br>• Sub-question (b) requires students to demonstrate their skills of **inference** [worth 5 marks] | 15% per set of questions | 30 min |

| Level | Assessment Mode | Suggested Examples | Suggested Weighting | Suggested Duration |
|---|---|---|---|---|
| | | • Sub-question (c) requires students to demonstrate their **compare and contrast** skills [worth 6 marks]<br><br>Mark using LORMS | | |
| | **Section B**<br><br>**Structured Question** | Set 3 questions (students to choose 2 out of 3 questions to answer)<br><br>Each set of questions has 2 sub-parts, worth 10 marks<br>• Sub-question (a) requires students to **identify** 3 causal factors of a historical event or issue [worth 3 marks]<br>• Sub-question (b) requires students to **describe** the causal factors identified in sub-question (a) [worth 7 marks]<br><br>Mark using LORMS except for sub-question (a) which is marked by point marking. | 10% x 2 = 20% | 40 min |

**Additional Information on Source-Based Questions (SBQ)**

A maximum of 4 sources may be set for the Source-Based Questions. No individual source will exceed 150 words for the Express Course and 120 for the Normal (Academic). One or more differing accounts of the same situation 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.

**Assessment of Historical Investigation**

The HI is worth 30% in the overall results for the year. It is completed over a period of time and includes assessment of both process and product. Each HI presents new learning dimensions of the issue. It provides scope to assess a wider range of historical skills as students are provided with the opportunity to develop 21st Century Competencies in working as a group in primary and secondary data collection and analysis. There are individual as well as group components to be submitted for grading and the group end product serves to consolidate learning. Details of the suggested assessment format for HI are shown in Table 17.

*Table 17: Suggested Assessment Format Details for HI*

| Assessment | Components | Submission | Marks |
|---|---|---|---|
| Historical Investigation | Process | Individual Contribution comprising<br>(i) Individual research (4 marks) and<br>(ii) Individual analysis (6 marks) | 10 |

| Assessment | Components | Submission | Marks |
|---|---|---|---|
| | | Group Contribution comprising<br>(iii) Group's understanding of HI inquiry question (4 marks) and<br>(iv) Group research (6 marks) | 10 |
| | Product | Group Product | 10 |
| **Total** | | | **30** |

The HI will be assessed using a rubric. The rubric will enable students to understand the expectations of the HI and it is found in the HI Student Activity Materials. The scoring rubric for HI is shown in **Annex C**.

**Marking Schemes**

The new Lower Secondary History assessment requires teachers to use both point marking and the Levels of Response Mark Schemes (LORMS) to assess students' performance. Table 18 shows the assessment modes and the schemes for marking.

*Table 18: Differentiation in Marking Schemes*

| Assessment Modes | Sub-questions | Schemes for Marking |
|---|---|---|
| Source-Based Questions | All 3 sub-questions | LORMS |
| Structured Questions | Sub-question (a) | Point Marking |
| | Sub-question (b)<br>(*For both describe and explain*) | LORMS |

**GLOSSARY OF TERMS**

Below is a glossary of commonly used terms in helping students to assess the content they study. The glossary provides an easy reference for teachers when explaining such terms to students. This glossary is in no particular order and is not exhaustive.

*Table 19: Glossary of Assessment Terms*

| S/N | Term | Definition |
|---|---|---|
| 1 | **Describe** | To give an account or representation in words. |
| 2 | **Discuss** | To talk or write about (a topic) in detail through reasoning or argument, taking into account different issues or ideas. Depth of discussion will span a range from describing to analysis (from single or multiple perspectives). The whole discussion may be progressively built on. |
| 3 | **Explain** | Give a statement as to why something occurs and show an ability to know or understand why or how something happens. |

*For more details on Assessment, refer to*

- *Section 3 in the Lower Secondary History Teaching and Learning Guide, and*

- *the MOE Assessment Portal at OPAL*

**ASSESSMENT RUBRICS FOR HISTORICAL INVESTIGATION**

| | Students should be able to: | A | B | C |
|---|---|---|---|---|
| **Group's Contribution (10 marks)** | **Understand the HI question.**<br><br>**Rationale for having only two levels of marks:** Students have been closely guided by the teacher during this process of understanding the HI question. Hence, students are not expected to fail in this stage. | **(4 marks)**<br>• The group shows that they are able to understand the HI question, and provides clear evidence of this ability by being able to identify the key terms in the questions. | | **(2 marks)**<br>• The group shows partial understanding of the HI question, and requires more monitoring and guidance from the teacher to identify the key terms. |
| | **Select relevant evidence from individuals' contributions to construct a group's conclusion to the HI question.** | **(6 marks)**<br>• The group selects evidence that are relevant and strongly support the group's conclusion. | **(4 marks)**<br>• The group selects evidence that are mostly relevant and support the group's conclusion. | **(2 marks)**<br>• The group selects some evidence that are relevant. Some of the evidence support the group's conclusion, some do not. |

| | Students should be able to: | A | B | C | D |
|---|---|---|---|---|---|
| **Individual Contribution (10 marks)** | **Comprehend and select information which is relevant to the HI question** | **(4 marks)**<br>• All the information identified by this group member is relevant evidence for helping to answer the HI question. | **(3 marks)**<br>• Most of the information identified by this group member is relevant evidence for helping to answer the HI question. | **(2 marks)**<br>• This group member has made some attempts to ensure that the information selected is relevant to the HI question. | **(1 mark)**<br>• This group member has shown little attempt to ensure that the information selected is relevant to the HI question. |
| | **Acknowledge use of the selected information properly.** | | | **(2 marks)**<br>• This group member has properly acknowledged all or most of the selected information. | **(1 mark)**<br>• This group member has not properly acknowledged the selected information. |
| | **Analyse the information and use the evidence to support the responses to the HI question.** | **(4 marks)**<br>• The group member is able to come up with inferences, and support them with suitable evidence from the sources.<br><br>• The group member is able to show how these inferences are relevant to answering the HI question. | **(3 marks)**<br>• The group member is able to come up with inferences, and support them with suitable evidence from the sources.<br><br>• The group member does not show how these inferences are relevant to answering the HI question. | **(2 marks)**<br>• The group member is able to come up with inferences, but does not support them with suitable evidence from the sources.<br><br>• The group member does not show how these inferences are relevant to answering the HI question. | **(1 mark)**<br>• The group member describes information from the sources, but does not come up with inferences. |

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| | Students should be able to: | A | B | C | D |
|---|---|---|---|---|---|
| **Group's End Product (10 marks)** | **Show clear organisation in the end product.** | **(4 marks)**<br>• The group's ideas are logically and clearly arranged to support the group's arguments.<br><br>• All parts of the end product's presentation show clear linkages to each other. | **(3 marks)**<br>• The group's ideas are arranged with some clarity to support the group's arguments.<br><br>• Most parts of the end product's presentation show clear linkages to each other. | **(2 marks)**<br>• The group shows some attempt to arrange their ideas though with little clarity to support the group's arguments.<br><br>• Some parts of the end product's presentation show linkages to each other. | **(1 mark)**<br>• The group has not arranged their ideas in a logical manner.<br><br>• The parts of the end product's presentation are not clearly linked to each other. |
| | **Present clear ideas that are supported by evidence in the end product** | **(6 marks)**<br>• The group's ideas are clear and convincingly supported by relevant evidence. | **(4 marks)**<br>• The group's ideas are clear and generally supported by relevant evidence. | **(2 marks)**<br>• The group's ideas are unclear in some areas, and some points are not supported by evidence. | |

# Section 7:
# Specimen Questions and Mark Schemes

**SPECIMEN SOURCE-BASED QUESTIONS AND MARK SCHEME
FOR SECONDARY ONE AND TWO (EXPRESS AND NORMAL (ACADEMIC))**

**Section A: Source-Based Questions**

Question 1 is **compulsory** for all students.

Study the sources and Question 1 carefully, then answer **all parts** of the question.

For each question part, you should use the source(s) you are told to use to help you answer the question. In answering the questions you should also use your knowledge of the topic to help you understand the sources.

**1** **(a)** Study Source A.

What can you infer from this photograph about the life of the Europeans living in Singapore during the early 20$^{th}$ Century? Use details from the source to explain your answer.

[4m]

**(b)** Study Source B.

What can you learn from this source about the Chinese immigrants in the early 20$^{th}$ Century? Explain your answer.
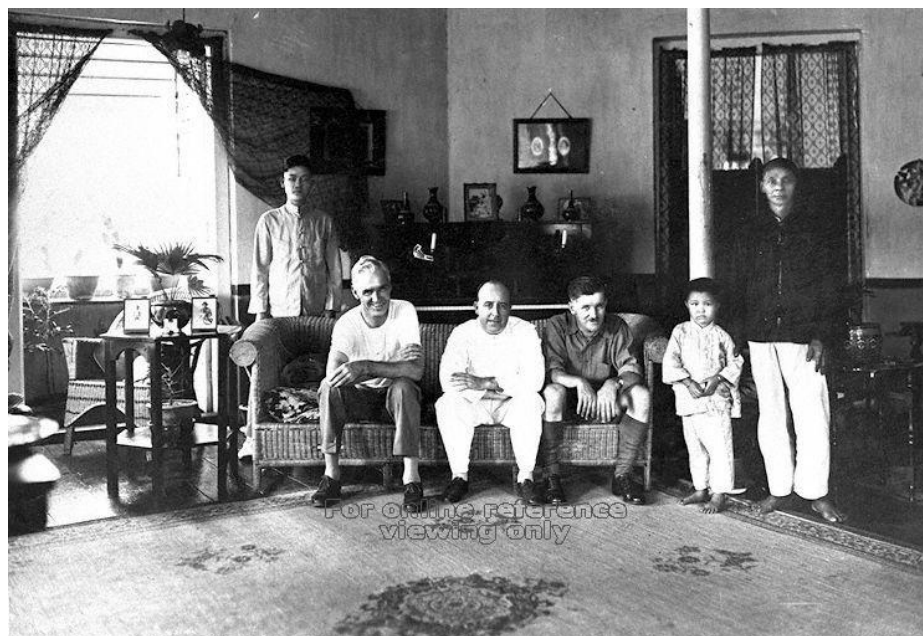
[5m]

**(c)** Study Sources B and C.

In what ways are these two sources similar? Explain your answer.

[6m]

***What was life like for people in Colonial Singapore?***

**Source A:** *A photograph of European men who lived in Singapore during the 1930s. They are accompanied by their man-servants in the photograph.*

**Source B**: *A description of the lives of new Chinese immigrants who arrived in Singapore in the early 20th Century.*

> Secret societies would help the "*sinkeh*" (new Chinese immigrants) pay for their journey to Singapore. The secret societies therefore acted as agents helping the peasants to come to Singapore, and to find employment with certain *kongsi* or "clan associations", depending on the dialect group of the particular *sinkeh*.
>
> The coolies often lived in cramped dwellings with no windows or light. Many of the jobs taken by coolies involved hard labour, which took a toll on their bodies. They were given to inhaling opium to relieve their tired bodies of soreness and to gambling in an attempt to escape from their misery. The Europeans and wealthy Chinese employed the coolies mainly for their willingness to work hard for little money.

**Source C:** *An excerpt from a history book about Chinese labourers in Singapore during the 19th Century.*

> Many of the Chinese labourers had to work off the debt for their passage within the first year or so.
>
> These early labourers in Singapore also had to contend with many dangers. In the gambier plantations, coolies clearing the ground of trees often got splinters in their legs, which formed ulcers. Besides disease, the Chinese suffered greatly from tiger attacks in the jungles and from robberies in town.

*Copyright Acknowledgements:*

Source A    ©    J.A. Bennett Collection, courtesy of National Archives of Singapore.
Source B    ©    National Library Board Singapore. *NLB Infopedia: Chinese Coolies.*
                            *http://infopedia.nl.sg/articles/SIP_87_2004-12-15.html*
Source C    ©    Victor Purcell, 1948. *The Chinese in Malaya.* New York: Oxford
                            University Press.

1    (a)    **Study Source A. What can you infer from this photograph about the life of the Europeans living in Singapore during the early 20th Century? Use details from the source to explain your answer.**      **[4m]**

         **L1:**    **Restates the provenance**          **[1m]**
                 *e.g. Source A is a photograph of European men with their servants.*

         **L2:**    **Describes the source**          **[2m]**
                 *e.g. Source A shows European men sitting on a couch and there are Chinese servants standing behind and beside them.*

         **L3:**    **States a valid inference, unsupported**          **[3m]**
                 *e.g. I can infer from Source A that the life of the Europeans was very comfortable.*

         **L4:**    **States a valid inference, supported by valid source use**          **[4m]**
                 *e.g. I can infer from Source A that the life of the Europeans was very*

*comfortable. I can see from the photograph that these European men lived in a huge house and they had more than one servant serving them. This is evidence of a very comfortable lifestyle.*

**1 (b)** **Study Source B. What can you learn from this source about the Chinese immigrants in the early 20<sup>th</sup> Century? Explain your answer.** **[5m]**

**L1:** **Describes the source** **[1m]**
*e.g. I can learn from Source B that the Chinese immigrants often lived in cramped dwellings.*

**L2:** **States a valid inference, unsupported** **[2-3m]**
Award 2 marks for one valid inference without support of valid source use, and an additional mark for a second valid inference, up to a maximum of 3 marks.

*e.g. I can learn from Source B that many Chinese immigrants were very poor.*

*e.g. I can learn from Source B that many Chinese immigrants suffered hardship.*

**L3:** **States a valid inference, supported by valid source use** **[4-5m]**
Award 4 marks for a valid inference supported by valid source use. Award 5 marks for a more developed answer.

*e.g. I can learn from Source B that many Chinese immigrants suffered hardship. They were poor because they owed money to "secret societies" that paid for their journey to Singapore and helped them "to find employment". Furthermore their health would suffer from having to live in "cramped dwellings" and from vices such as "inhaling opium". (5 marks)*

**1 (c)** **Study Sources B and C. In what ways are these two sources similar? Explain your answer.** **[6m]**

**L1:** **Similarity in provenance/source type** **[1m]**
*e.g. Sources B and C are similar in that both are about the Chinese who came to Singapore.*

*e.g. Sources B and C are both textual sources.*

**L2:** **Invalid matching without valid common criteria** **[2m]**
*e.g. Source B tells me that the Chinese who came to Singapore were poor, and Source C tells me that they suffered a lot.*

**L3:** **States a valid similarity in content, unsupported** **[3-4m]**
Award 3 marks for a valid similarity with common criteria but without support of valid source use of both sources. Award up to 4 marks for additional valid similarities without support.

*e.g. Sources B and C are similar in terms of showing that life for the Chinese immigrants was very hard.*

*e.g. Sources B and C are similar in terms of showing that the Chinese*

*immigrants were very poor.*

**L4: States a valid similarity in content, supported by valid source use [5-6m]**
Award 5 marks for a valid similarity with common criteria, supported by valid source use from both sources. Award 6 marks for a more developed answer.

*e.g. Sources B and C are similar in terms of showing that the life of the Chinese who came to Singapore was very hard. In Source B, we learn that the "sinkeh" were poor because they owed money to "secret societies" that helped to "pay for their journey" and "find employment". Their health suffered from taking part in vices such as "inhaling opium". Similarly, we learn in Source C that the Chinese labourers were poor because they owed "debt for their passage". Again, their health could suffer from "disease" contracted during their work. (6 marks)*

### SPECIMEN STRUCTURED QUESTIONS AND MARK SCHEME FOR SECONDARY ONE (EXPRESS AND NORMAL (ACADEMIC)) AND SECONDARY TWO (NORMAL ACADEMIC))

**Section B: Structured Question**

Question 2 is **compulsory** for all students.

Study Question 2 carefully, then answer **all parts** of the question.
*[\*Note: modify the instructions as necessary, e.g. depending on whether students are to answer two structured questions out of three offered.]*

**2 This question is on the reasons people came to Colonial Singapore.**

**(a)** State three reasons why people in Asia were forced to leave their home countries during the 19<sup>th</sup> and early 20<sup>th</sup> Centuries.

[3m]

**(b)** Describe the reasons people were attracted to come to Singapore during the 19<sup>th</sup> and early 20<sup>th</sup> Centuries.

[7m]

**2 (a) State three reasons why people in Asia were forced to leave their home countries during the 19<sup>th</sup> and early 20<sup>th</sup> Centuries. [3m]**

Use point marking and award 1 mark per valid reason, up to a total of 3 marks for three valid reasons.

*Valid reasons include, but are not limited to the following:*
- *Natural disasters (also accept specific types of natural disasters such as famine and drought)*
- *Wars*
- *Rebellions*
- *Overpopulation*
- *Starvation*

2 (b) **Describe the reasons people were attracted to come to Singapore during the 19th and early 20th Centuries.** **[7m]**

**L1:** **Describes the situation in Singapore** **[1-2m]**
Students describe the situation in Singapore without focus on the question.
Award 1 mark per undeveloped statement up to 2 marks.

*e.g. Singapore was a British colony.*
*e.g. Singapore was an entrepot port.*

**L2:** **Identifies the reason** **[3-4m]**
Candidates list valid reasons for people being attracted to come to Singapore, but without further elaboration.
Award the higher mark for a second valid reason identified without elaboration.

*e.g. People were attracted to come to Singapore during the 19th and early 20th centuries because of better trade opportunities offered in Singapore.*

*e.g. People were attracted to come to Singapore during the 19th and early 20th centuries because of better job prospects offered in Singapore.*

**L3:** **Describes the identified reasons** **[5-7m]**
Award 5 marks for one reason identified and described, and an additional mark for additional detail or additional reasons identified.
Award 7 marks for two reasons identified and described.

*e.g.*
*Firstly, people were attracted to come to Singapore during the 19th and early 20th centuries because of better trade opportunities offered in Singapore. Singapore's geographical location enabled it to serve as a convenient meeting point for merchants and traders from many parts of the world. Many merchants decided to settle in Singapore and set up their companies and trading houses. For instance, the British set up agency houses such as Guthrie and Company, which helped British companies to sell their goods to traders in Singapore, and export products from the Malay Archipelago to Britain.*

*Secondly, people were attracted to come to Singapore during the 19th and early 20th centuries because of better job prospects offered in Singapore. There was demand for labour to help Singapore function well as a trading port. People were attracted to Singapore by the availability of such jobs. The wages offered were also higher than in their home countries. For example, Baweanese and Javanese people found that they could earn more in Singapore than back home. (7 marks)*

SPECIMEN STRUCTURED QUESTIONS AND MARK SCHEME
FOR SECONDARY TWO (EXPRESS)

### Section B: Structured Question

Question 2 is **compulsory** for all students.

Study Question 2 carefully, then answer **all parts** of the question.
*[\*Note: modify the instructions as necessary, e.g. depending on whether students are to answer two structured questions out of three offered.]*

**2    This question is on how Singapore was transformed in the years after independence.**

   **(a)**    State three actions the Singapore government took to transform the economy after independence.

[3m]

   **(b)**    Explain why people in Singapore needed proper public housing to be built for them in the 1960s.

[7m]

**2    (a)    State three actions the Singapore government took to transform the economy after independence.                                   [3m]**

Use point marking and award 1 mark per valid action, up to total of 3 marks for three valid actions.

*Valid actions include, but are not limited to the following:*
   - *developing an export-oriented economy*
   - *attracting multinational companies to invest and build factories in Singapore*
   - *developing the banking sector*
   - *building industrial estates*
   - *promoting local goods overseas*
   - *building shipyards and developing the shipbuilding industry*
   - *developing the tourism industry*
   - *developing the manufacturing industry*

**2    (b)    Explain why people in Singapore needed proper public housing to be built for them in the 1960s.                                   [7m]**

   **L1:    Describes the conditions in Singapore                        [1-2m]**
      Students describe the conditions or situation in Singapore without focus on the question.
      Award 1 mark per undeveloped statement up to 2 marks.

      *e.g. Singapore's population was growing quickly.*
      *e.g. Many people lived in or around the city.*

   **L2:    Identifies or describes reasons                            [3-4m]**

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Award 3 marks for identification of a reason without further description.
Award 4 marks for an identified reason with detailed description.

*e.g. People in Singapore needed proper public housing to be built for them in the 1960s because there was severe overcrowding in the shophouses and squatter areas.*

*e.g. People in Singapore needed proper public housing to be built for them in the 1960s because there was a lack of proper sanitation and utilities in the shophouses and squatters.*

**L3: Explains the reasons** **[5-7m]**
Award 5-6 marks for one explained reason.
Award 7 marks for two explained reasons.

*e.g.*
*People in Singapore needed proper public housing to be built for them in the 1960s because living conditions in the shophouses and squatter areas had become very terrible. Firstly, there was severe overcrowding in the shophouses in the city. These housed the majority of the people living in Singapore. As many as 10 to 20 persons were crowded into the same living space. These places were like slums because the shophouses were dilapidated.*

*Secondly, there was a lack of proper sanitation and utilities in the shophouses and squatters. People had to share common toilets and water pipes. There was no clean water supply. This meant that diseases could spread easily. For example, tuberculosis was rampant in the slums. As a result, people needed proper housing to be provided for them, so that they would live in less crowded conditions and have access to proper sanitation and utilities. (7 marks)*

# Section 8: Amplification of Syllabuses

## AMPLIFICATION OF SYLLABUS DETAILS
## SECONDARY ONE AND TWO EXPRESS

| Unit 1 – Tracing Singapore's Origins: How Old is Singapore? | |
|---|---|
| **Overview**<br>Understanding the past to manage the present and anticipate the future – this is essential to Singapore. This unit provides students with an overview of the importance of studying Singapore's past in order to understand and appreciate its present. It begins with looking at early evidence of Singapore's existence and tracing its history over the 14th to the early 19th century. Through examining available evidence, students would be able to provide responses on the origin of Singapore's history while developing their understanding of the historical concepts of chronology and evidence. | **Making Connections**<br>By asking students to uncover and construct knowledge of Singapore's early past, students will examine the accounts and evidences that exist today which will provide clues to Singapore's earliest existence. This will set the foundation for students to explore and understand history, the value of sources is and evidence as well as the relevance of history in their lives. Students will also begin to recognise and see connections between Singapore's history and the Asian powers like China, India and the Middle-East that influenced Southeast Asia and dominated the maritime trade in this region prior to the coming of the Europeans in the 19th century. These connections would help them make sense of the diversity they live in today as imprints of religious influence, cultural practices and architecture can still be found around Singapore. |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
| **How is knowledge of Singapore's early past constructed?**<br><br>• What is History?<br>• Role of History and Historians in constructing knowledge of the past<br>• How do historians construct knowledge of the past?<br> ▪ Asking questions about the past<br> ▪ Gathering sources of information<br>  ○ Types of sources – written accounts, pictorial record, artefacts<br>  ○ Role and nature of primary and secondary sources<br> ▪ Examining sources<br>  ○ Making inferences<br>  ○ Obtaining evidence from sources<br>  ○ Importance of chronology to history and historians<br> ▪ Forming conclusions<br>  ○ Providing evidence to support conclusions<br> ▪ Sources on early Singapore before 1819 | **Knowledge and Skills**<br>• understand the role and importance of chronology, sources, and evidence, in history and to the historians<br>• draw a timeline of the important events in Singapore's early past - from the 14th to the early 19th century<br>• understand that knowing the background information in which sources are used and produced enables historians to present knowledge about the past as logically as possible<br>• understand Singapore's role within the region's maritime trade route during the 14th-19th centuries.<br>• describe how Sir Stamford Raffles founded Singapore in the 19th century.<br>• identify and understand key words in the inquiry question<br>• gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question | Content concepts<br>Archaeology<br>History<br>Colonisation<br>Trade<br>Maritime kingdoms<br><br>Historical concepts<br>Chronology<br>Sources<br>Evidence |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
|     o  Written accounts<br>    o  Map<br>    o  Archaeological sources<br><br>**What can historical evidence tell us about Singapore's connections with the world up to the 19$^{th}$ century?**<br><br>• Trade across time and cultures<br>  ▪ The earliest connection among countries in the world<br>• Singapore and trade<br>  ▪ Overview of Singapore's connections with the world<br>• Singapore and Asian Trade situation before the 14$^{th}$ century<br>  ▪ Trade in Asia before the 14$^{th}$ century<br>  ▪ Rise of Maritime kingdoms in Southeast Asia from the 1$^{st}$ to 14$^{th}$ centuries<br>• Rise of Temasek in the 14$^{th}$ century<br>  ▪ Fall of the kingdom of Srivijaya<br>  ▪ Role of Temasek as an entrepot<br>  ▪ Advantages of monsoons to Temasek<br>  ▪ Role of Sang Utama and the Orang Laut<br>• Singapore's connections with the world during the 13$^{th}$ to 15$^{th}$ centuries<br>  ▪ Evidence of connections with the world – Written accounts and artefacts<br>• Singapore's connections with the world from the 15$^{th}$ to 19$^{th}$ centuries<br>  ▪ Singapore's connections with Melaka (15$^{th}$ to 16$^{th}$ centuries)<br>  ▪ Singapore's connections with the Johor-Riau Sultanate (16$^{th}$ to early 19th centuries)<br>  ▪ Singapore's connections with the Portuguese and the Dutch (16$^{th}$ to early 19$^{th}$ centuries)<br>• Singapore's connections with the world in the 19$^{th}$ century.<br>  ▪ Singapore's founding as a British trading settlement in 1819 | **Values and Attitudes**<br>• appreciate that sources could be further understood from a study of its background information<br>• appreciate the importance of the past in understanding the present | |

| Unit 2 – Life in Colonial Singapore: Was It The Same For Everyone? |
|---|

| Overview | Making Connections |
|---|---|
| A country is nothing without its people – modern Singapore was built from the efforts of all its communities. In this unit, students will examine the background and cultural roots of the people that make up Singapore's community. They will uncover why the ancestors of these people were attracted to Singapore and what life was like under the British colonial rule in 19<sup>th</sup> to early 20<sup>th</sup> century Singapore. Through studying the lives of these people during this time period, students will be able to understand how their ancestors adapted to conditions in 'foreign' lands and appreciate their sacrifices and contributions to Singapore's development in the past. Students will also be able to trace how the social fabric of Singapore's migrant societies was woven through this particular study. | Exploring the concept of communities is important in helping students make sense of the factors and forces that shaped Singapore's society. Students will also recognise and appreciate the human agency in shaping the cultural, political and economic context of a country. This would help students appreciate the importance of the community in ensuring the sustainable growth and development of Singapore now and in the future. |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
| **Why did people come to colonial Singapore before World War Two?**<br><br>• Who were the people that came to Singapore in the 19<sup>th</sup> and Early 20<sup>th</sup> Centuries?<br><br>• Mass migration in the 19<sup>th</sup> Century – why did it happen?<br>  ▪ What is migration?<br>  ▪ Reasons for the mass migration in the 19th Century<br>    o The Industrial Revolution<br>    o The End of Slave Trade<br>    o The Opening of the Suez Canal in 1869<br><br>• Reasons for coming to Singapore<br>  ▪ Push factors<br>    o Poverty and starvation<br>    o Unrest and instability<br>  ▪ Pull factors<br>    o Better trade and business opportunities<br>    o Better job prospects | *Students will be able to*<br><br>**Knowledge and Skills**<br>• inquire into the causes for human migration in consideration of global events, regional factors as well as personal reasons<br>• extract and record information from a range of accounts to explain reasons for migration<br>• identify / describe the similarities and differences in the lives of the various communities living in colonial Singapore<br>• identify and understand key words in the inquiry question<br>• gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question<br><br>**Values and Attitudes**<br>• develop empathy for past and present migrant communities in Singapore by understanding the reasons for their decision to settle in Singapore and/or how they have adjusted to life in Singapore<br>• appreciate the sacrifices made by the early immigrants to | Content concepts<br>Colonial rule<br>Community<br>Migration<br>Livelihood<br>Community<br>Pastimes<br>Living Conditions<br><br>Historical concepts<br>Causation<br>Diversity |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
| **How was life different for the various people in colonial Singapore before World War Two?**<br><br>• Experiences of the various people in Colonial Singapore<br> ▪ Living Conditions<br>  o Sanitation<br>  o Housing<br> ▪ Employment<br>  o Types of jobs<br> ▪ Leisure and Entertainment<br>  o Activities<br>  o Vices<br> ▪ Community Ties<br>  o Relations within the community<br>  o Relations with other communities | the development of Singapore<br>• develop an understanding of the change and continuity among the different communities as they learnt to adapt their culture and lifestyles to a multi-racial society<br>• appreciate the rich cultural diversity of the people in Singapore | |

| Unit 3 - Towards Independence: Was Singapore An 'Accidental Nation'? | |
|---|---|
| **Overview** A gradual political awakening, yet a sudden attainment of sovereign independence – many people were surprised by Singapore's independence. This unit will look at how external and internal forces like World War II and Japanese Occupation influenced the gradual rise of people's feelings and desire for self-rule; and towards viewing Singapore as a homeland. It seeks to highlight the struggles of individuals and groups of people within Singapore who believed in their ideals and struggled against the established order for the right to self-determination. | **Making Connections** Exploring the external and internal events that influenced and shaped the people in Singapore would help students understand that Singapore is very much connected to the larger world. It will help students gain a broad perspective on how nations came to be in this period. This interconnectedness means that Singapore can be affected by external ideas, people and events and in turn, what happens in Singapore can also impact other parts of the world. This is particularly important given that students today live in a highly globalised and connected world. |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
| **Did the Japanese Occupation change the way people viewed Singapore?** <br><br> • Views of people towards Singapore in the first half of the 20th century <br> ▪ Views towards Singapore as 'home' <br> o Affinity towards country of origin <br> o Sense of belonging to Singapore <br> ▪ Views of the British as rulers of Singapore <br> o British superiority <br> ▪ Views of Singapore as an 'impregnable fortress' <br><br> • People's experiences during the Japanese Occupation and post-war British rule <br> ▪ British failure to defend Singapore <br> ▪ Life under the Japanese <br> o Anti-Western Propaganda <br> o Rule of fear <br> o Deprivation <br> ▪ Life under the post-war British rule <br> o Shortages of food, housing <br> o Unemployment, strikes | *Students will be able to* <br><br> **Knowledge and Skills** <br> • describe people's views towards Singapore before the Japanese Occupation <br> • *explain* how people's experiences during the Japanese Occupation and post-war British rule affected people's views towards Singapore <br> • *explain* how people's views towards Singapore changed or remained the same after the Japanese Occupation <br> • describe the constitutional developments in Singapore after 1945 <br> • identify the role of global forces in influencing political developments in Singapore <br> • explain how the different political parties and their proponents sought to gain support from the people in their struggle for independence <br> • identify and understand key words in the inquiry question <br> • gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question | Content concepts Government Sense of belonging Defence Propaganda Constitution Election Self-Government Merger Independence <br><br> Historical concepts Change and Continuity Diversity |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
| • Impact of the Japanese Occupation and post-war British rule on people's views towards Singapore<br>  ▪ Views towards Singapore as 'home'<br>    o Rise of political awareness<br>  ▪ Views of the British as rulers of Singapore<br>    o Diminishing respect for the British<br>  ▪ Views of Singapore as an 'impregnable fortress'<br>    o Singapore's vulnerability<br><br>**What were people's aspirations for Singapore after 1945?**<br>• Overview of the political developments in Singapore (1945-1959)<br>  ▪ Constitutional *changes in Singapore (1945-1959)*<br>  ▪ Reasons for constitutional changes<br><br>• Search for independence<br>  ▪ Road to self-government, 1959<br>    o Singapore Progressive Party<br>    o Labour Front<br>    o People's Action Party<br>    o Workers' Unions<br>    o Students' Movement<br>  ▪ Merger with Malaya, 1963<br>    o Support for proposed Merger<br>    o Opposition to proposed Merger<br>  ▪ Separation from Malaysia and independence, 1965 | **Values and Attitudes**<br>• develop an appreciation for the vulnerability of Singapore's position as a country within the global arena<br>• show empathy in the hardships faced by the people in the past<br>• understand how external events shape thinking and value systems at different times and space<br>• value self-determination and independence from foreign rule | |

| Unit 4 – Singapore's First Decade (1965-1975): How Did Life Change? | |
|---|---|
| **Overview**<br>Survival against all odds – Singapore's development in the post-independence years has been described as an "economic miracle". In the years immediately following her independence, Singapore needed to ensure her own survival. Her political leaders had to carefully lay the different foundational blocks of society, from housing to foreign policy. This unit seeks to highlight developments in Singapore since independence till the 1970s to help students see the significant changes that had taken place domestically and the circumstances and decisions that drove such change. Students would also discover the change in the values and mind-set of the people towards life in Singapore due to these changes. Framed within the context of Singapore's position as a young nation within this region and the world, students will learn that our position as an independent nation remains a vulnerable one. | **Making Connections**<br>By tracing the steps of how Singapore chartered its future cautiously in the wake of separation from Malaysia and her sudden independence, students would appreciate the rationale behind government policies and initiatives since 1965. They will develop an appreciation of the changes that Singapore had to undergo, given the circumstances of that time. As these changes took place in a recent past, students would be able to make connections to and see that the world they experience now is a legacy of the first generation of leaders and people. It will also enable them to realise that Singapore's achievements cannot be taken for granted and Singapore needs to constantly reinvent itself to stay competitive and relevant in the future. |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
| **What did independence mean for Singapore?**<br>• Singapore is out of Malaysia!<br>  ▪ Political leaders' reactions<br>  ▪ Local peoples' reactions<br>  ▪ *Reactions of leaders and media from other countries*<br>    o *Indonesia, Malaysia*<br>    o *Britain, Australia*<br>  ▪ *Challenges to Singapore and her people*<br>    o Concerns over internal and external security<br>    o Concerns over Singapore's economic survival<br>    o Concerns over citizenship issues<br><br>**How far were people's lives transformed after independence?**<br>• Embracing being Singaporean<br>  ▪ From Negara-ku to Majulah Singapura<br>    o The importance of the National Symbols<br>  ▪ From British Far East Command to Singapore Armed Forces (SAF)<br>    o The establishment of the Ministry of the Interior and | *Students will be able to:*<br><br>**Knowledge and Skills**<br>• describe the different reactions towards an independent Singapore<br>• describe / explain the challenges facing an independent Singapore and its people<br>• describe / explain the conditions in Singapore that made policies to improve the conditions necessary<br>• interpret people's opinions about the policy changes in Singapore to deepen understanding of the adjustments people had to make after independence<br>• identify and understand key words in the inquiry question<br>• gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question<br><br>**Values and Attitudes**<br>• develop an appreciation of the vulnerability of Singapore's | Content concepts<br>Sovereignty<br>Independence<br>Citizenship<br>Diplomacy<br>Identity<br>Defence<br>Economy<br>Development<br>Housing<br><br>Historical concepts<br>Historical Significance<br>Change and continuity |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
| Defence (MID)<br>    o  The setting up of a citizen-based armed forces and the beginning conscription of citizens for National Service in 1967.<br>    o  People's reactions to, and experiences of serving National Service.<br><br>•  Singapore's Economic Transformation: From Trading Port to Diversified Economy<br>    ▪  Developing an export-oriented economy.<br>    ▪  Developing infrastructure<br>    ▪  Developing the banking/finance and tourism industries.<br><br>•  Change in Standard of Living: From Shophouses, Squatters and Kampongs to HDB Flats<br>    ▪  Living Conditions in the Shophouses and Squatters<br>    ▪  The Need for Public Housing and the establishment of the Housing Development Board<br>    ▪  People's reactions to resettlement<br>    ▪  People's reactions to moving into HDB flats | position as a country within a global arena<br>•  cultivate a willingness to be resilient under adverse circumstances and desire to overcome the odds that Singapore may face in the future | |

**AMPLIFICATION OF SYLLABUS DETAILS**
**SECONDARY ONE AND TWO NORMAL (ACADEMIC)**

| Unit 1 – Tracing Singapore's Origins: How Old is Singapore? |
|---|

| **Overview** | **Making Connections** |
|---|---|
| Understanding the past to manage the present and anticipate the future – this is essential to Singapore. This unit provides students with an overview of the importance of studying Singapore's past in order to understand and appreciate its present.  It begins with looking at early evidence of Singapore's existence and tracing its history over the 14<sup>th</sup> to the early 19th century. Through examining available evidence, students would be able to provide responses on the origin of Singapore's history while developing their understanding of the historical concepts of chronology and evidence. | By asking students to uncover and construct knowledge of Singapore's early past, students will examine the accounts and evidences that exist today which will provide clues to Singapore's earliest existence.  This will set the foundation for students to explore and understand history, the value of sources and evidence as well as the relevance of history in their lives.  Students will also begin to recognise and see connections between Singapore's history and the Asian powers like China, India and the Middle-East that influenced Southeast Asia and dominated the maritime trade in this region prior to the coming of the Europeans in the 19<sup>th</sup> century. These connections would help them make sense of the diversity they live in today as imprints of religious influence, cultural practices and architecture can still be found around Singapore. |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
| **How is knowledge of Singapore's early past constructed?**<br><br>• What is History?<br>• Role of History and Historians in constructing knowledge of the past<br>• How do historians construct knowledge of the past?<br> ▪ Asking questions about the past<br> ▪ Gathering sources of information<br>  o Types of sources – written accounts, pictorial record, artefacts<br>  o Role and nature of primary and secondary sources<br> ▪ Examining sources<br>  o Making inferences<br>  o Obtaining evidence from sources<br>  o Importance of chronology to history and historians<br> ▪ Forming conclusions<br>  o Providing evidence to support conclusions | **Knowledge and Skills**<br>• understand the role and importance of chronology, sources, and evidence, in history and to the historians<br>• draw a timeline of the important events in Singapore's early past - from the 14<sup>th</sup> to the early 19<sup>th</sup> century<br>• understand that knowing the background information in which sources are used and produced enables historians to present knowledge about the past as logically as possible<br>• understand Singapore's role within the region's maritime trade route during the 14<sup>th</sup>-19<sup>th</sup> centuries.<br>• describe how Sir Stamford Raffles founded Singapore in the 19<sup>th</sup> century.<br>• identify and understand key words in the inquiry question<br>• gather, select and examine sources  to extract relevant information as evidence to support the response to the inquiry question | Content concepts<br>Archaeology<br>History<br>Colonisation<br>Trade<br>Maritime kingdoms<br><br><br>Historical concepts<br>Chronology<br>Sources<br>Evidence |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
|     ▪ Sources on early Singapore before 1819<br>       o Written accounts<br>       o Map<br>       o Archaeological sources<br><br>**What can historical evidence tell us about Singapore's connections with the world up to the 19<sup>th</sup> century?**<br><br>• *Trade across time and cultures*<br>    ▪ *The earliest connection among countries in the world*<br>• Singapore and trade<br>    ▪ Overview of Singapore's connections with the world<br>• *Singapore and Asian Trade situation before the 14<sup>th</sup> century*<br>    ▪ *Trade in Asia before the 14<sup>th</sup> century*<br>    ▪ Rise of Maritime kingdoms in Southeast Asia from the 1<sup>st</sup> to 14<sup>th</sup> centuries.<br>• Rise of Temasek in the 14<sup>th</sup> century<br>    ▪ Fall of the kingdom of Srivijaya<br>    ▪ Role of Temasek as an entrepot<br>    ▪ Advantages of monsoons to Temasek<br>    ▪ Role of Sang Utama and the Orang Laut<br>• Singapore's connections with the world during the 13<sup>th</sup> to 15<sup>th</sup> centuries<br>    ▪ Evidence of connections with the world – Written accounts and artefacts<br>• Singapore's connections with the world from the 15<sup>th</sup> to 19<sup>th</sup> centuries<br>    ▪ Singapore's connections with Melaka (15<sup>th</sup> to 16<sup>th</sup> centuries)<br>    ▪ *Singapore's connections with the Johor-Riau Sultanate (16<sup>th</sup> to early 19th centuries)*<br>    ▪ *Singapore's connections with the Portuguese and the Dutch (16<sup>th</sup> to early 19<sup>th</sup> centuries)*<br>• Singapore's connections with the world in the 19<sup>th</sup> century.<br>    ▪ Singapore's founding as a British trading settlement in 1819<br><br>*Optional and non-examinable for Normal (Academic) Course* | **Values and Attitudes**<br>• appreciate that sources could be further understood from a study of its background information<br>• appreciate the importance of the past in understanding the present | |

| Unit 2 – Life in Colonial Singapore: Was It The Same For Everyone? | |
|---|---|
| **Overview**<br>A country is nothing without its people – modern Singapore was built from the efforts of all its communities. In this unit, students will examine the background and cultural roots of the people that make up Singapore's community. They will uncover why the ancestors of these people were attracted to Singapore and what life was like under the British colonial rule in 19th to early 20th century Singapore. Through studying the lives of these people during this time period, students will be able to understand how their ancestors adapted to conditions in 'foreign' lands and appreciate their sacrifices and contributions to Singapore's development in the past. Students will also be able to trace how the social fabric of Singapore's migrant societies was woven through this particular study. | **Making Connections**<br>Exploring the concept of communities is important in helping students make sense of the factors and forces that shaped Singapore's society. Students will also recognise and appreciate the human agency in shaping the cultural, political and economic context of a country.  This would help students appreciate the importance of the community in ensuring the sustainable growth and development of Singapore now and in the future. |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
| **Why did people come to colonial Singapore before World War Two?**<br><br>• Who were the people that came to Singapore in the 19th and Early 20th Centuries?<br><br>• Mass migration in the 19th Century – why did it happen?<br>▪ What is migration?<br>▪ *Reasons for the mass migration in the 19th Century*<br>o *The Industrial Revolution*<br>o *The End of Slave Trade*<br>o *The Opening of the Suez Canal in 1869*<br><br>• Reasons for coming to Singapore<br>▪ Push factors<br>o Poverty and starvation<br>o Unrest and instability<br>▪ Pull factors<br>o Better trade and business opportunities<br>o Better job prospects | *Students will be able to*<br><br>**Knowledge and Skills**<br>• inquire into the causes for human migration in consideration of global events, regional factors as well as personal reasons<br>• extract and record information from a range of accounts to explain reasons for migration<br>• identify / describe the similarities and differences in the lives of the various communities living in colonial Singapore<br>• identify and understand key words in the inquiry question<br>• gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question<br><br>**Values and Attitudes**<br>• develop empathy for past and present migrant communities in Singapore by understanding the reasons for their decision to settle in Singapore and/or how they have adjusted to life in Singapore | Content concepts<br>Colonial rule<br>Community<br>Migration<br>Livelihood<br>Community<br>Pastimes<br>Living Conditions<br><br>Historical concepts<br>Causation<br>Diversity |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
| **How was life different for the various people in colonial Singapore before World War Two?**<br><br>• Experiences of the various people in Colonial Singapore<br>  ▪ Living Conditions<br>    o Sanitation<br>    o Housing<br>  ▪ Employment<br>    o Types of jobs<br>  ▪ Leisure and Entertainment<br>    o Activities<br>    o Vices<br>  ▪ Community Ties<br>    o Relations within the community<br>    o Relations with other communities<br><br>*\* Optional and non-examinable for Normal (Academic) Course* | • appreciate the sacrifices made by the early immigrants to the development of Singapore<br>• develop an understanding of the change and continuity among the different communities as they learnt to adapt their culture and lifestyles to a multi-racial society<br>• appreciate the rich cultural diversity of the people in Singapore | |

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| Unit 3 - Towards Independence: Was Singapore An 'Accidental Nation'? | |
|---|---|
| **Overview** A gradual political awakening, yet a sudden attainment of sovereign independence – many people were surprised by Singapore's independence. This unit will look at how external and internal forces like World War II and Japanese Occupation influenced the gradual rise of people's feelings and desire for self-rule; and towards viewing Singapore as a homeland. It seeks to highlight the struggles of individuals and groups of people within Singapore who believed in their ideals and struggled against the established order for the right to self-determination. | **Making Connections** Exploring the external and internal events that influenced and shaped the people in Singapore would help students understand that Singapore is very much connected to the larger world. It will help students gain a broad perspective on how nations came to be in this period. This interconnectedness means that Singapore can be affected by external ideas, people and events and in turn, what happens in Singapore can also impact other parts of the world. This is particularly important given that students today live in a highly globalised and connected world. |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
| **Did the Japanese Occupation change the way people viewed Singapore?** <br><br> • Views of people towards Singapore in the first half of the 20<sup>th</sup> century <br> ▪ Views towards Singapore as 'home' <br> o Affinity towards country of origin <br> o Sense of belonging to Singapore <br> ▪ Views of the British as rulers of Singapore <br> o British superiority <br> ▪ Views of Singapore as an 'impregnable fortress' <br><br> • People's experiences during the Japanese Occupation and post-war British rule <br> ▪ British failure to defend Singapore <br> ▪ Life under the Japanese <br> o Anti-Western Propaganda <br> o Rule of fear <br> o Deprivation <br> ▪ Life under the post-war British rule <br> o Shortages of food, housing <br> o Unemployment, strikes | *Students will be able to* <br><br> **Knowledge and Skills** <br> • describe people's views towards Singapore before the Japanese Occupation <br> • describe how people's experiences during the Japanese Occupation and post-war British rule affected people's views towards Singapore <br> • describe how people's views towards Singapore changed or remained the same after the Japanese Occupation <br> • describe the constitutional developments in Singapore after 1945 <br> • identify the role of global forces in influencing political developments in Singapore <br> • describe how the different political parties and their proponents sought to gain support from the people in their struggle for independence <br> • identify and understand key words in the inquiry question <br> • gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question <br><br> **Values and Attitudes** | Content concepts Government Sense of belonging Defence Propaganda Constitution Election Self-Government Merger Independence <br><br> Historical concepts Change and Continuity Diversity |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
| • Impact of the Japanese Occupation and post-war British rule on people's views towards Singapore<br>  ▪ Views towards Singapore as 'home'<br>    o Rise of political awareness<br>  ▪ Views of the British as rulers of Singapore<br>    o Diminishing respect for the British<br>  ▪ Views of Singapore as an 'impregnable fortress'<br>    o Singapore's vulnerability<br><br>**What were people's aspirations for Singapore after 1945?**<br>• Overview of the political developments in Singapore (1945-1959)<br>  ▪ *Constitutional changes in Singapore (1945-1959)*<br>  ▪ Reasons for constitutional changes<br><br>• Search for independence<br>  ▪ Road to self-government, 1959<br>    o *Singapore Progressive Party*<br>    o Labour Front<br>    o People's Action Party<br>    o Workers' Unions<br>    o *Students' Movement*<br>  ▪ Merger with Malaya, 1963<br>    o Support for proposed Merger<br>    o Opposition to proposed Merger<br>  ▪ Separation from Malaysia and independence, 1965<br><br>*Optional and non-examinable for Normal (Academic) Course* | • develop an appreciation for the vulnerability of Singapore's position as a country within the global arena<br>• show empathy in the hardships faced by the people in the past<br>• understand how external events shape thinking and value systems at different times and space<br>• value self-determination and independence from foreign rule | |

| Unit 4 – Singapore's First Decade (1965-1975): How Has Life Change? | |
|---|---|

| **Overview** | **Making Connections** |
|---|---|
| Survival against all odds – Singapore's development in the post-independence years has been described as an "economic miracle". In the years immediately following her independence, Singapore needed to ensure her own survival. Her political leaders had to carefully lay the different foundational blocks of society, from housing to foreign policy. This unit seeks to highlight developments in Singapore since independence till the 1970s to help students see the significant changes that had taken place domestically and the circumstances and decisions that drove such change. Students would also discover the change in the values and mind-set of the people towards life in Singapore due to these changes. Framed within the context of Singapore's position as a young nation within this region and the world, students will learn that our position as an independent nation remains a vulnerable one. | By tracing the steps of how Singapore chartered its future cautiously in the wake of separation from Malaysia and her sudden independence, students would appreciate the rationale behind government policies and initiatives since 1965. They will develop an appreciation of the changes that Singapore had to undergo, given the circumstances of that time. As these changes took place in a recent past, students would be able to make connections to and see that the world they experience now is a legacy of the first generation of leaders and people. It will also enable them to realise that Singapore's achievements cannot be taken for granted and Singapore needs to constantly reinvent itself to stay competitive and relevant in the future. |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
| **What did independence mean for Singapore?**<br>• Singapore is out of Malaysia!<br>  ▪ Political leaders' reactions<br>  ▪ Local peoples' reactions<br>  ▪ *Reactions of leaders and media from other countries*<br>    o *Indonesia, Malaysia*<br>    o *Britain, Australia*<br>  ▪ Challenges to Singapore and her people<br>    o Concerns over internal and external security<br>    o Concerns over Singapore's economic survival<br>    o Concerns over citizenship issues<br><br>**How far were people's lives transformed after independence?**<br>• Embracing being Singaporean<br>  ▪ From Negara-ku to Majulah Singapura<br>    o The importance of the National Symbols<br>  ▪ From British Far East Command to Singapore Armed Forces (SAF)<br>    o The establishment of the Ministry of the Interior and | *Students will be able to:*<br><br>**Knowledge and Skills**<br>• describe the different reactions towards an independent Singapore<br>• describe the challenges facing an independent Singapore and its people<br>• describe the conditions in Singapore that made policies to improve the conditions necessary<br>• interpret people's opinions about the policy changes in Singapore to deepen understanding of the adjustments people had to make after independence<br>• identify and understand key words in the inquiry question<br>• gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question<br><br>**Values and Attitudes**<br>• develop an appreciation of the vulnerability of Singapore's | Content concepts<br>Sovereignty<br>Independence<br>Citizenship<br>Diplomacy<br>Identity<br>Defence<br>Economy<br>Development<br>Housing<br><br>Historical concepts<br>Historical Significance<br>Change and continuity |

| Key Knowledge | Learning Outcomes | Concepts |
|---|---|---|
| Defence (MID)<br>    o  The setting up of a citizen-based armed forces and the beginning conscription of citizens for National Service in 1967.<br>    o  People's reactions to, and experiences of serving National Service.<br><br>• Singapore's Economic Transformation: From Trading Port to Diversified Economy<br>    ▪ Developing an export-oriented economy.<br>    ▪ Developing infrastructure<br>    ▪ Developing the banking/finance and tourism industries.<br><br>• Change in Standard of Living: From Shophouses, Squatters and Kampongs to HDB Flats<br>    ▪ Living Conditions in the Shophouses and Squatters<br>    ▪ The Need for Public Housing and the establishment of the Housing Development Board<br>    ▪ People's reactions to resettlement<br>    ▪ People's reactions to moving into HDB flats<br><br><br>*Optional and Non-examinable for Normal (Academic) Course* | position as a country within a global arena<br>• cultivate a willingness to be resilient under adverse circumstances and desire to overcome the odds that Singapore may face in the future | |

# Section 9: Recommended Reading List

## General References – History of Singapore

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 1 | **Title** | A History of Modern Singapore, 1819-2005 | 959.57 TUR | A History of Modern Singapore, 1819-2005 provides a solid foundation and an overarching framework for this research, surveying Singapore's trajectory from a small British port to a major trading and financial hub within the British Empire and finally to the modern city state that Singapore became after gaining independence in 1965. |
| | **Author** | Turnbull, C.M. | | |
| | **Publisher** | NUS Press, Singapore, 2009 | | |
| 2 | **Title** | Singapore: A Biography | 959.57 FRO | This biography takes you to those critical moments in the island's past, as captured through the personal accounts of people who actually lived through them. Grounded in scholarship yet fired by the imagination, this book tells a new Singapore story - one that is dramatic, complex and engrossing. |
| | **Authors** | Frost, M.R., and Balasingamchow, Y.M. | | |
| | **Publisher** | Hong Kong University Press, 2009 | | |
| 3 | **Title** | Singapore A 700-Year History | 959.5703 KWA | This book argues that Singapore's history started 500 years earlier, with the arrival of Seri Teri Buana from Palembang and his sighting of a Lion on this island. The book attempts a reinterpretation of that event, which has been dismissed as myth, within the context of archaeological evidence recovered since 1984 from excavations on and around Fort Canning. This book contends that Singapore was not a "sleepy fishing village" prior to Raffles' arrival, but a thriving harbour and port under the Johor-Riau sultanate. It reconstructs Raffles' arrival at Singapore and all that followed in the long cycles of the maritime history of the Melaka Straits. The book situates Singapore's current concerns about its status as a Global City in the current post-Cold War cycle of globalisation in the larger and longer cycles of earlier globalisation with the intent of providing a corrective perspective to the myopic view of Singapore after 1965. |
| | **Authors** | Kwa, Chong Guan, Heng, Derek, and Tan, Tai Yong. | | |
| | **Publisher** | National Archives of Singapore, 2009 | | |
| 4 | **Title** | Between Two Oceans: A Military History of Singapore from 1275 to 1971, Second Edition | English 355.0095957 BET | This book uses a range of archaeological and historical sources to trace the geo-strategic development of Singapore from its first settlement in the 13th century to the post-independence years. It provides both a maritime and military perspective to the topic. |
| | **Authors** | Malcolm H. Muffet, John N. Miksic, Brian P. Farrell, and Chiang Ming | | |

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| | **Publisher** | Shun<br>Marshall Cavendish, Singapore, 2011 | | |
| 5 | **Title**<br>**Authors**<br>**Publisher** | A History of Singapore<br>Chew, E. C. T. and Lee, E.<br>Oxford University Press, Oxford, 1991 | RSING 959.57 HIS | This book provides eighteen topical chapters on the history of Singapore, including chapters on early Singapore, British rule, the Japanese Occupation, the transition to independence, political developments after 1965, and policies areas such as the economy, housing, and national identity. |
| 6 | **Title**<br><br>**Author**<br>**Publisher** | Crossroads: A Popular History of Malaysia and Singapore (Second Edition)<br>Jim Baker<br>Marshall Cavendish Editions, Singapore, 2008 | English 959.5 BAK | This book covers the history of Singapore and Malaysia and is targeted at the student and general reader. |
| 7 | **Title**<br><br>**Authors**<br><br>**Publisher** | Singapore: An Illustrated History 1941-1984<br>Information Division, Ministry of Culture Singapore<br>Information Division, Ministry of Culture, Singapore, 1984 | English 959.57 SIN - [HIS] | This book presents the history of Singapore from 1941 to 1984 in pictures and narrative. It is aimed at the general reader. Historical events and developments covered include the Japanese Occupation, communist insurgency, road to self-government, merger with Malaysia, separation and independence, Singapore's problems and challenges in the 1960s and its transformation. |
| 8 | **Title**<br>**Authors**<br>**Publisher** | Singapore: The Unexpected Nation<br>Edwin Lee<br>Institute of Southeast Asian Studies, Oxford, 2008 | English<br>959.57 LEE -[HIS] | This book deals with Singapore's transition from a British Crown Colony to a state in the Federation of Malaysia, and expulsion from the Federation. It includes topics such as national service, economic development, education, housing, and national identity. |

**Unit 1**

**Chapters 1 and 2**
**Early Singapore (13<sup>th</sup> Century to 19<sup>th</sup> Century)**

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 1 | **Title** | Malay Heritage of Singapore | 959.570049928 MAL | This book aims to provide a substantive account of major aspects of Malay life in Singapore, drawing upon a rich history and regional ethnic cultures that shaped the Malay community. Researched essays provide valuable insights into important moments in Malay history while other chapters describe the rich cultural achievements of the Malays. The book also charts the progression of the Malay community from SIngapore's ancient history, as far back as the 7th to 11th centuries, through colonial times, war and political strife in the 19th and 20th centuries. |
| | **Editors** | Lau, Aileen T., and Platzdasch, Bernhard. | | |
| | **Publisher** | Suntree Media, Pte. Ltd, Singapore, 2010 | | |
| 2 | **Title** | Archaeology In Singapore | Call Number Not available | This book provides a guide to teachers on the available sources of Singapore's early history before 1819. |
| | **Editor** | Lim, Chen Sian. | | |
| | **Publisher** | Singapore History Museum, National Heritage Board, 2004 | | |
| 3 | **Title** | Early Singapore 1300s-1819 | 959.5703 EAR – [HIS] | This book contains 9 papers on the studies of the pre-1819 period of Singapore, a time usually seen as a vacant era. By using written material and recent archaeological discoveries, much light is shed on the 900 or so years before Stamford Raffles "founded" Singapore. This collation of evidence from maps, excavated ceramics and other artefacts, Portuguese, Dutch, Chinese and British trading and official records, travellers' tales, and other annals enables a clearer picture of the background of modern Singapore to emerge. With colour and b & w illustrations, annotations and index. |
| | **Editors** | Miksic, John N., and Low, Mei Gek Cheryl-Ann. | | |
| | **Publisher** | Singapore History Museum, National Heritage Board 2004. | | |

**Chapter 2**
**Maritime and Overland Trade**

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 1 | **Title** | Sino-Malay Trade and Diplomacy from the Tenth through the Fourteenth Century | 382.09510595 HEN - [BIZ] | This book examines how changes in foreign policy and economic perspectives of the Chinese court affected diplomatic intercourse as well as the fundamental nature of economic interaction between China and the Malay region, a sub-region of Southeast Asia centered on the Strait of Malacca.<br><br>This study's uniqueness and value lie in its integration of archaeological, epigraphic, and textual data from both China and Southeast Asia to provide a rich, multilayered picture of Sino–Southeast Asian relations in the pre-modern era. The author approaches the topic from both the Southeast Asian and Chinese perspectives, affording a dual narrative otherwise unavailable in the current body of Southeast Asian and China studies literature. |
| | **Author** | Heng , Derek | | |
| | **Publisher** | Institute of Southeast Asian Studies, Singapore, 2012 | | |

**Early Kingdoms in the Malay Archipelago**

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 1 | **Title** | Early Kingdoms of the Indonesian Archipelago and the Malay Peninsula | English 959.801 MUN | This book draws on a huge body of archaeological and documentary research to provide an overview of the history of the Malay Peninsula and insular Southeast Asia, from its earliest times till the 16th century. It also provides an in-depth analysis of the international context of the political, economic and social evolution of these kingdoms. |
| | **Author** | Paul Michel Munoz | | |
| | **Publisher** | Editions Didier Millet2006, Singapore, 2010 | | |

**European Expansion into the Malay Archipelago**

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 1 | **Title** | Maritime Heritage of Singapore | English 959.57023 CHO -[HIS] | The book provides a substantive account of Singapore's longstanding maritime associations and development over a vast passage of time from the 13th century up until the modern times of the 20th century and in the context of its position in Southeast Asia. |
| | **Editors** | Lau, Aileen, and Lau, Laure. | | |
| | **Publisher** | Maritime Port Authority, Singapore, 2005 | | |
| 2 | **Title** | Raffles of the Eastern Isles | 959.570210924 | This biography demonstrates there is no denying the |

| S/N | Book | | | Call No/ Location | Description |
|---|---|---|---|---|---|
| | **Author** | Wurtzburg, Charles Edward. | | WUR | considerable record of achievement of the British imperialist, Sir Stamford Raffles. Whether he was a "schemer" or a "reformer" is for a new generation of post-colonial historians to decide. |
| | **Publisher** | Hodder & Stoughton, London, 1954 | | | |

**19th Century Singapore**

| S/N | Book | | | Call No/ Location | Description |
|---|---|---|---|---|---|
| 1 | **Title** | Singapore Through 19th Century Photographs | | 959.5703 TOH | Singapore Through 19th-Century Photographs is a comprehensive photographic record of Singapore from the early 1840s to the 1900s. Paired with lively commentary, the more than 120 rare photographs from leading institutional and private collections recreate a compelling portrait of 19th-century Singapore. |
| | **Author** | Toh, Jason | | | |
| | **Publisher** | Didier Millet Pte. Ltd, National Heritage Board, Singapore, 2009 | | | |
| 2 | **Title** | Singapore through 19th Century Prints & Paintings | | 769.499595703 WON | This book contains a selection of topographic prints of places such as the harbour, Singapore River, Fort Canning Hill, as well as paintings of the cosmopolitan trade town and of tranquil rural scenes, the views presented in Singapore through 19th Century Paintings and Prints show the colonial port-city in its first century and constitute a historically significant source of information on Singapore's early development. |
| | **Author** | Wong, Hong Suen. | | | |
| | **Publisher** | National Museum of Singapore, 2010 | | | |
| 3 | **Title** | A Portrait of Malaysia and Singapore | | 959.5 TAN | This book narrates the history of Singapore and Malaya from the early 19th century to the formation of Malaysia in 1963, and the independence of Singapore in 1965. |
| | **Editors** | Ding Eing, Tan | | | |
| | **Publisher** | Oxford University Press, Singapore, 1978 | | | |

**Unit 2**

## Chapter 3
**Singapore in the 19<sup>th</sup> Century**

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 1 | **Title** | An Anecdotal History of Old Times in Singapore | RSING 959.57 BUC - [HIS] | The book details the history of colonial Singapore under the rule of the British East India Company. It is an amalgamation of information taken from the History columns published in the Singapore Free Press by Charles Buckley. |
| | **Authors** | Buckley, C.B. | | |
| | **Publisher** | Fraser & Neave, 1902 | | |

## Chapter 4
**Facts and Figures**

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 1 | **Title** | Street Names of Singapore | SING 959.57 DUN - [HIS] | A reference book on the origins of the street names in Singapore.  It also provides brief information about the people whom the streets were name after. |
| | **Author** | Dunlop, P.K.G. | | |
| | **Publisher** | Who's Who Pub, 2000 | | |
| 2 | **Title** | Chinese Names of Street and Places in Singapore and the Malay Peninsula | RQUIK 959.5 JMBRAS | This book provides Chinese or dialect names of streets and places in Singapore and Penang. |
| | **Author** | Firmstone, H.W. | | |
| | **Publisher** | Journal of the Straits Branch of the Royal Asiatic Society (42). 54-207, 1905 | | |

## Chapters 3 and 4
**The Immigrant Communities**

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 1 | **Title** | China and the Overseas Chinese | RDET 327.51059 WAN | The book provides information on the emigration and immigration of the Chinese to other parts of Southeast Asia as well as foreign relations between China and the countries in Southeast Asia. |
| | **Author** | Wang, G. | | |
| | **Publisher** | Singapore: Eastern Universities Press, c. 2003 | | |
| 2 | **Title** | Memoirs of a Migrant | SING 959.57 THO | This is a memoir of Francis Thomas (1912-1977).  It provides insights into the life of a migrant in Singapore in the early part of |
| | **Author** | Thomas, F. | | |

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| | **Publisher** | Singapore: University Education Press, 1972 | | the 20<sup>th</sup> century. |
| 3 | **Title** | Geylang Serai: Down Memory Lane | RSING 779.995957 GEY | This book traces the history and development of one of the earliest Malay settlements in Singapore.  It provides an interesting collection of old maps and photographs and information about the growth and development of the area. |
| | **Author** | National Archives of Singapore | | |
| | **Publisher** | Heinemann Asia, 1986 | | |
| 4 | **Title** | Chinatown: an album of a Singapore community | RQUIK 779.995957 CHI | The book is about the growth and development of Chinatown, the shophouses and quarters, market place, people and festivals.  A resource rich in pictures, maps and road and building plans. |
| | **Author** | Archives and Oral History Department | | |
| | **Publisher** | Times Book International, 1983 | | |
| 5 | **Title** | Peranakan Indians of Singapore and Melaka: Indian Babas and Nonyas – Chitty Melaka | SING 305.8950595 SAM | This book looks at the Peranakan Indian community in Singapore and Malaysia. This tightly knit community dates back to early colonial merchants who intermingled with and married local Malays in Malacca. Bringing together original interviews and archival material, this book documents the little known history, customs, religion and culture of the Peranakan Indians of Singapore and Malacca. |
| | **Author** | Dhoraisingam, S.S. | | |
| | **Publisher** | Singapore: Institute of Southeast Asian Studies, 2006 | | |
| 6 | **Title** | Serangoon Road: a pictorial history | SING 779.995957 SER | This book focuses on the growth and development of Serangoon Road.  It details the India-Singapore connection from the early years to the present.  It includes a collection of old photographs of buildings, building plans, streets and people. |
| | **Author** | Archives and Oral History Department | | |
| | **Publisher** | Singapore, Education Publications Bureau, 1983 | | |
| 7 | **Title** | On the Edge of Empire: Hadhramaut, Emigration and the Indian Ocean, 1880s-1930s | Call Number: Not Available | The book discusses the modern history of Hadhramaut through a long history of migration, it traces the ways in which members of the diaspora and travellers interacted with the homeland through their remittances, political initiatives and the introduction of new ideas and institutions. |
| | **Author** | Boxberger, L. | | |
| | **Publisher** | State University of New York Press, 2002 | | |
| 8 | **Title** | Indian Indenture in the Straits Settlements | RSING 331.625405951 CHA | The book is a valuable addition to the small but growing literature concerning 19th century Indian indentured migration to work as labourers in plantation economies in the tropical world.  It deals |

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| | **Author** | Chanderbali, C. | | comprehensively with the workings of the indenture system in that region by giving a more accurate and detailed account of the circumstances of the arrival of Indians in what is now Malaysia. It adds to the history of labour movements in the nineteenth century by confirming what was common to the system wherever it manifested, and establishing what was local and distinctive. |
| | **Publisher** | Leeds, England: Peepal Tree, 2008 | | |
| 9 | **Title** | Hakka Soul: Memories, Migrations and Meals | 305.8951073 CHI | The book chronicles the dreams, ambitions, and idiosyncrasies of the author's family, beginning with the death of her grandmother in pre-Independence Malaya. It covers a tumultuous period of Malaya's history during the Japanese occupation of Malaya to the communist guerilla insurgency in the 1950s. It is a historical account of one family's experiences as part of the global diaspora of the Hakkas, known in China as the Guest People. |
| | **Author** | Chin, W.P. | | |
| | **Publisher** | Singapore: NUS Press, 2008 | | |
| 10 | **Title** | Arab Merchants in Singapore. In De Jonge, H & Kaptein, N. (Eds.), Transcending Borders: Arabs, Politics, Trade and Islam in Southeast Asia (pp.109-142) | RSING 305.8927059 TRA | The book focuses on the phenomenon of Arab settlement in Southeast Asia. The book's 10 articles approach the study of Arab migration and settlement from a few key aspects, such as the significance of the migrants' economic success and knowledge of Islam for establishing close relations with local dynasties, the marked drop in migration following Europe's expansion in Southeast Asia, and a shift from onward migration via earlier settlement in the Indian subcontinent to a direct movement from the Hadramaut region to maritime Southeast Asia after the opening of the Suez Canal in 1869. |
| | **Author** | Freitag, U. | | |
| | **Publisher** | Leiden: KITLV Press, 2002 | | |

**Unit 3**

## Chapter 5
**Singapore before the Fall of Singapore**

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 1 | Title | The British as Rulers: Governing Multiracial Singapore, 1867-1914 | 959.57022 LEE – [HIS] | This book provides information on how the British ruled Singapore in the late 19th to the early 20th century. It shows the policies and attitudes that the British adopted towards the different groups of people, namely, the local Malays and the immigrant groups. It also includes information on the rise of political and national consciousness in Singapore in the early |
| | Author | Lee, E. | | |
| | Publisher | Singapore University Press, Singapore, 1991 | | |

| S/N | Book | | Call No/ Location | Description |
|-----|------|--|-------------------|-------------|
| | | | | 20<sup>th</sup> century. |
| 2 | **Title** **Author** **Publisher** | Singapore Civil Society and British Power Gillis, E.K. Talisman, Singapore, 2005 | 959.57 GIL –[HIS] | This book provides a survey of British policies in Singapore from 1819 to 1963. It also outlines how the people in Singapore responded to British rule, and formed associations to further their causes. It shows how these associations in turn influenced the political, social and economic development of Singapore. |

**Reasons for the fall of Singapore**

| S/N | Book | | Call No/ Location | Description |
|-----|------|--|-------------------|-------------|
| 1 | **Title** **Authors** **Publisher** | Did Singapore have to fall? : Churchill and the Impregnable Fortress Hack, K. and Blackburn,K. Routledge, London, 2004 | RSING 940.5425 HAC –[WAR] | The book provides information on the factors on the factors that led to the fall of Singapore. It focuses on the role of Churchill, his understanding of the defences, and the tensions that existed between him and the local commanders. The book features numerous extracts from primary sources. |
| 2 | **Title** **Authors** **Publisher** | Reflections & Memories of War Vol 1: Battle for Singapore – Fall of the Impregnable Fortress Tan, T.K., Tay, H., Koh, D. National Archives of Singapore, Singapore, 2011 | 940.5425957 TAN | The book provides information on the context that led to the Japanese conquest of Singapore. It traces the factors that drove Japan's expansion in Asia, the local and British defence of Singapore during the Malayan Campaign, and the context leading to the fall of Singapore. |

**Japanese Occupation of Singapore: Experiences of the people**

| S/N | Book | | Call No/ Location | Description |
|-----|------|--|-------------------|-------------|
| 1 | **Title** **Author** **Publisher** | Syonan Years, The: Singapore under Japanese Rule 1942-1945 Lee, G.B. National Archives of Singapore, Singapore, 2005 | q940.53957 LEE – [WAR] | The book provides information on the events leading up to the fall of Singapore, people's experiences during the Japanese Occupation, as well as the aftermath of the Occupation. It is built on oral history accounts of people who had been through the Japanese Occupation. It features people's experiences of Japanese administration, such as the changes introduced in |

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| | | | | schools, at the workplace, as well as Japanese policies such as rationing, the 'Grow More Food' campaign. |
| 2 | **Title** | Reflections & Memories of War Vol 2: Syonan Years (1942-1945) | English 940.530745957 TAN | The book provides information on the different aspects of people's lives during the Japanese Occupation. Topics include: people's experiences with the Japanese administration, education, means of getting news, festivals and celebrations, entertainment, work, rationing, black markets, health issues, growing more food, and internment of POWs. It features a wide range of sources, including photographs and extracts of oral history interviews. |
| | **Editors** | Wah, P.K. and Leong, W.K. | | |
| | **Publisher** | National Archives of Singapore, Singapore, 2009 | | |
| 3 | **Title** | Reflections & Memories of War Vol 3: The Liberation – Resisting the Rising Sun and A New Beginning | Call number not available | The book provides information on the resistance of the local people to the Japanese administration, the surrender of the British as well as the aftermath of the Japanese Occupation. It also includes information on the return of British control over Singapore, the war crime trials, the blood dead as well as how Singaporeans today remember the war dead. |
| | **Contributors** | Tan, T.L., Pitt, K.W., Leong, W.K. | | |
| | **Publisher** | National Archives of Singapore, Singapore, 2012 | | |
| 4 | **Title** | Beyond the empires: memories retold | English 959.57023 CHO –[HIS] | The book provides insights on how people experienced the Japanese Occupation. In particular, it focuses on the impact that the Japanese Occupation had on the people in terms of their views towards the British colonial ruler, as well as their outlook in life. The book includes extracts from real-life accounts of people who had experienced the Japanese Occupation. |
| | **Author** | Chou, C. | | |
| | **Publisher** | National Archives of Singapore, Singapore, 1995 | | |

## Chapter 6

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 1 | **Title** | A Moment of Anguish : Singapore in Malaysia and the Politics of Disengagement | RSING English 959.5705 LAU -[HIS] | The book focuses on the events leading up to the separation of Singapore from the Federation of Malaysia. It draws on archival materials from Singapore, Britain, Australia and the United States, and presents the tensions during the period from various perspectives. |
| | **Author** | Lau, A. | | |
| | **Publisher** | Eastern Universities Press, Singapore, 2003 | | |

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 2 | **Title** | Creating "Greater Malaysia" : Decolonization and the Politics of Merger | English 959.5051 TAN | The book provides an analysis of the factors leading to the formation of the Federation of Malaysia in 1963. It focuses on the negotiations and compromises made on several of the critical issues, such as citizenship, control of finances, and the establishment of a Common Market. It examines how the problematic nature of the initial agreements eventually created difficulties between the government of Singapore and the Central Government. |
| | **Author** | Tan, T.Y. | | |
| | **Publisher** | Institute of Southeast Asian Studies, Singapore, 2008 | | |
| 3 | **Title** | Singapore: the Unexpected Nation | RSING 959.57 LEE | The book focuses on the political developments in Singapore in the post-war period. It outlines the events and processes that led to self-government, merger and independence. It also captures the ideas and actions of the personalities and groups crucial in the political development of Singapore. |
| | **Author** | Lee, E. | | |
| | **Publisher** | Institute of Southeast Asian Studies, Singapore, 2008 | | |
| 4 | **Title** | Singapore: Struggle for Success | RSING 959.57 DRY | The book focuses on the events and processes that led to the independence of Singapore. It gives a fascinating account of Singapore's birth and its development over a twenty-year period. |
| | **Author** | Drysdale, J. G. S. | | |
| | **Publisher** | Times Books International, Singapore, 1984 | | |
| 5 | **Title** | Singapore: Journey into Nationhood | RSING 959.57 SIN | The book provides a survey of Singapore's history from 1819 to 1965. It includes many images to accompany the text, as well as a timeline of the key incidents in Singapore's history. |
| | **Author** | Lee, G.B. | | |
| | **Publisher** | National Heritage Board: Landmark Books, Singapore, 1998 | | |
| 6 | **Title** | Political Development in Singapore, 1945-55 | RSING 320.95957 YEO | The book traces the political development in the post-war period up to the granting of limited self-government. It examines the political changes that took place after the war, namely, in the development of political parties or groups that were keen to change the political system, the introduction of elections, and the electoral process. |
| | **Author** | Yeo, K. W. | | |
| | **Publisher** | Singapore University Press, Singapore, 1973 | | |
| 7 | **Title** | The 1959 Singapore General Election | Journal article | The article focuses on the 1959 General Election in Singapore. It outlines the political developments in Singapore from 1946, the |

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| | **Author** | Ong, C.C. | | campaigning strategies, image and relative position of the parties that took part in the 1959 election. |
| | **Publisher** | Cambridge University Press, 1975. | | |
| 8 | **Title** | The Singapore Story: Memoirs of Lee Kuan Yew | English 959.57 LEE | The book is an autobiography by Lee Kuan Yew. It traces the life of Lee Kuan Yew from the time when he was a child to the time when he was the Prime Minister of Singapore |
| | **Author** | Lee, K.Y. | | |
| | **Publisher** | Singapore Press Holdings: Marshall Cavendish Editions, 2011 | | |
| 9 | **Title** | Leaders of Singapore | English q920.05957 CHE | The book features interviews conducted by the author with prominent members in Singapore's history. The interviews shed light on the experiences, views and motivations of the leaders in shaping Singapore's economic, social and political development. |
| | **Author** | Chew, M. | | |
| | **Publisher** | Resource Press, Singapore, 1996 | | |
| 10 | **Title** | Lee's Lieutenants: Singapore's Old Guard | RSING 320.95957 LEE | The book focuses on the roles and achievements of the 15 men who provided support to the Prime Minister of Singapore. The collection of essays feature information on the organisational utility men, the social and economic architects of Singapore's development, the Malay mobilisers, the Chinese-educated political vanguards, the vanquished and the making of Singapore's history. |
| | **Editors** | Lam, P. E. and Tan, K.Y.L. | | |
| | **Publisher** | Allen & Unwin, London, 1999 | | |
| 11 | **Title** | Paths Not Taken: Political Pluralism in Post-War Singapore | 959.5705 PAT | The book is a collection of essays that explores the political and cultural movements in Singapore from the 1950s to the 1970s. It examines the views, beliefs and activities of those groups that presented alternatives to the form of government proposed by the People's Action Party, namely, the student movements, labour unions, political parties, and representatives of the different ethnic communities. |
| | **Author, Editor** | Barr, M.D., Trocki, C.A. | | |
| | **Publisher** | NUS Press, Singapore, 2009 | | |

## Unit 4

**Singapore's Post-Independence Years**

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 1 | **Title** | People's Action Party 1954-1979 (Petir 25th Anniversary Issue) | English 329.95957 PEO -[LKS] | This publication covers several topics related to Singapore's nation-building, such as housing, defence, economy, racial harmony, national service. |
| | **Authors** | People's Action Party | | |

RESTRICTED

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| | **Publisher** | Central Executive Committee, People's Action Party, Singapore, 1979 | | |
| 2 | **Title** | Singapore: The First Ten Years of Independence | English 959.5705 SIN -[HIS] | This publication covers the first ten years of Singapore's independence. Topics covered include foreign affairs and diplomacy, national service and defence, economic development, education, housing, and population issues. It also includes biographies of Singapore's first generation of political leaders. |
| | **Authors** | National Library Board and National Archives of Singapore | | |
| | **Publisher** | National Library Board and National Archives of Singapore, Singapore, 2007 | | |
| 3 | **Title** | Ten Years That Shaped a Nation | English 959.5705 TEN -[HIS] | This publication covers the first ten years of Singapore's independence. Topics covered include foreign affairs and diplomacy, defence, economic development, healthcare, education, the environment, population issues, education, the national symbols, and housing. |
| | **Authors** | National Archives of Singapore | | |
| | **Publisher** | National Archives of Singapore, Singapore, 2008 | | |

**Chapter 7**
**Singapore's Diplomatic Policy**

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 1 | **Title** | The Little Red Dot: Reflections by Singapore's Diplomats | English 327.5957 LIT | This book contains a collection of essays by Singapore's past and present diplomats, and tells of how Singapore has become a stable, prosperous and respected member of the international community. |
| | **Author** | Tommy Koh and Chang Li Lin (editors) | | |
| | **Publisher** | World Scientific Publishing and Institute of Policy Studies, Singapore, 2005 | | |
| 2 | **Title** | S. Rajaratnam: The Prophetic and the Political, Second Edition | | This book contains selected speeches and writings of S. Rajaratnam. It provides personal insights into the political thinking, strategy, and goals of Singapore's political leaders. It covers the issues of Singapore's diplomacy and nation-building |
| | **Author** | Chan Heng Chee and Obaid Ul Haq | | |

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| S/N | Book | | | Call No/ Location | Description |
|---|---|---|---|---|---|
| | | (editors) | | | in the context of ASEAN and regional cooperation, regional politics, impact of the great powers, etc. |
| | **Publisher** | Institute of Southeast Asian Studies Singapore, and Graham Bash Pte Ltd, 2007 | | | |

**Chapter 8**
**Singapore's Defence**

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 1 | **Title** | 40 Stories and 40 Years of National Service | English 355.223095957 FOR | This book is an anthology of Singaporeans' recollections of their experiences gained from serving National Service. |
| | **Author** | Ministry of Defence Singapore | | |
| | **Publisher** | Landmark Books, Singapore, 2007 | | |
| 2 | **Title** | Goh Keng Swee: A Legacy of Public Service | English 959.5705092 GOH -[HIS] | This book is a collection of essays by scholars on Dr. Goh's public service. There are essays on Dr Goh's influence and contributions in areas such as defence, education, economics and finance, etc. |
| | **Authors** | Emrys Chew and Kwa Chong Guan (editors) | | |
| | **Publisher** | World Scientific Publishing, Singapore, 2012 | | |

**Singapore's Economic Development**

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 1 | **Title** | The Political Economy of a City-State: Government-Made Singapore | English 338.095957 LOW | This book analyses how Singapore has overcome many economic and socio-political odds in its economic development. Aspects covered include the role of the PAP government, Singapore's partnerships with MNCs, industrial restructuring, infrastructure support, etc. |
| | **Authors** | Linda Low | | |
| | **Publisher** | Oxford University Press, Singapore, 1998 | | |

**Housing in Singapore**

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 2 | **Title** | Housing A Nation: 25 Years of | English 363.5095957 HOU | This book was published to trace 25 years of public housing development in Singapore under the HDB. |

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| | | Public Housing in Singapore | | |
| | **Author** | Aline K. Wong and Stephen H.K. Yeh | | |
| | **Publisher** | Maruzen Asia for Housing & Development Board, Singapore, 1985 | | |
| 3 | **Title** | Kampong Days: Village Life and Times in Singapore Revisited | English 959.57 KAM -[HIS] | This book is a pictorial history of kampong life. Its provides a historical overview of the development of kampong settlements in Singapore, the architecture of kampong houses, and aspects such as occupations and livelihood, education, kampong games, kampong life, etc. |
| | **Author** | National Archives | | |
| | **Publisher** | National Archives, Singapore, 1993 | | |
| 4 | **Title** | The Emergence of Bukit Ho Swee Estate: From Desolation to Progress | English 779.995957 EME | This book is a pictorial history of the Bukit Ho Swee estate. There are is comprehensive coverage of all three major fires that struck the area in 1934, 1961 and 1968. |
| | **Author** | Archives & Oral History Department, Kim Seng Citizen's Consultative Committee, Bukit Ho Swee Area Office (HDB) | | |
| | **Publisher** | Singapore News & Publications Pte Ltd, Singapore, 1983 | | |

**Facts and Figures**

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| 1 | **Title** | Singapore 1975 | Call number: not available | This book contains national statistics about Singapore, covering areas including government, defence, economy, labour, |
| | **Authors** | Publicity Division, Ministry of | | |

| S/N | Book | | Call No/ Location | Description |
|---|---|---|---|---|
| | | Culture Singapore | | education, land, population, etc. |
| | **Publisher** | Oxford University Press, Singapore, 1998 | | |
| 2 | **Title** | Singapore: An Atlas of Perpetual Territorial Transformation | English 912.5957 KON | This book contains series of maps that illustrate the nature of depth of the territorial changes that have occurred in Singapore since the early 1960s. The accompanying commentaries provide context and facts and figures on the various areas of territorial transformation. |
| | **Authors** | Rodolphe De Koninck, Julie Drolet, and Marc Girard | | |
| | **Publisher** | National University of Singapore Press, Singapore, 2008 | | |