

Humanities (Social Studies, Geography)

(Syllabus 2260)

SOCIAL STUDIES

Philosophy of the Singapore Social Studies Curriculum

At the heart of the Singapore Social Studies curriculum is the preparation of students to be effective citizens by helping them to better understand the interconnectedness of Singapore and the world they live in and appreciate the complexities of the human experience.

Drawing on aspects of society that are of meaning and interest to students, Social Studies seeks to ignite students' curiosity to inquire into real-world issues that concern their lives. Through inquiry and authentic learning experiences, Social Studies helps students to attain relevant knowledge and understanding about these issues, develop critical and reflective thinking skills, and appreciate multiple perspectives.

Social Studies seeks to inculcate in students a deeper understanding of the values that define the Singapore society, nurture dispositions that will inspire them to show concern for the society and the world in which they live and demonstrate empathy in their relationships with others. The curriculum therefore envisions students as informed, concerned and participative citizens, competent in decision-making with an impassioned spirit to contribute responsibly to the society and world they live in.

The syllabus content is organised around **three Issues** and is anchored in a set of knowledge, skills and values outcomes. The three Issues correspond to societal issues that have been shaping Singapore, the region and the world. The knowledge, skills and values acquired through exploring these Issues will develop students' competencies to be informed, concerned and participative citizens.

Issue 1: Exploring Citizenship and Governance

Inquiry Focus – Working for the good of society: Whose responsibility is it? Why this Issue matters

This Issue invites students to begin exploring what it means to be an informed, concerned and participative citizen. Students will deepen their understanding of citizenship and governance and learn how citizens and government play complementary roles in working for the good of society. In a complex society and world, understanding their roles as citizens will influence how they respond to various situations and issues in Singapore and the world. This will serve to develop a stronger sense of civic consciousness, enhancing the roles they play as citizens who are rooted in Singapore with a global outlook.

Key Understandings

- Citizenship is varied and complex.
- Government is a political institution with important functions and roles to govern.
- Different groups of people in society have differing needs, interests and priorities, and experience unequal sharing of costs. Managing these differences often requires trade-offs to be made.
- Both citizens and government can play complementary roles in working for the good of society.

Issue 2: Living in a Diverse Society

Inquiry Focus – Living in a diverse society: Is harmony achievable? Why this Issue matters

This Issue helps students appreciate diversity and the importance of harmony. Students will develop an understanding of who they are as individuals and accept, respect and celebrate diversity as well as common practices and values in a diverse society. This will heighten students' awareness of the need to develop personal and collective responsibility in promoting and maintaining harmony in a diverse society.

Key Understandings

- Identities are diverse and complex.
- Living harmoniously in a diverse society means respecting our differences and appreciating what we share in common.
- People respond to diversity in a variety of ways to achieve harmony.

Issue 3: Being Part of a Globalised World***Inquiry Focus – Being part of a globalised world: How can we respond to globalisation?******Why this Issue matters***

This Issue helps students understand and make meaning of their lives in a globalised world where countries and individuals are interconnected and interdependent. Students will explore the impacts of globalisation in three areas: economy, culture and security. They will understand the complex process of globalisation through examining how the impacts of globalisation in these areas result in trade-offs and different responses from countries and individuals. Students will therefore appreciate the complex decision-making process behind the responses towards the impacts of globalisation. This understanding will help them to make well-reasoned and responsible decisions as informed, concerned and participative citizens in a globalised world.

Key Understandings

- Globalisation shapes the interconnections and interdependence among countries and people.
- Globalisation creates impacts in the economy, culture and security.
- The impacts of globalisation result in differing responses from countries and people.

ASSESSMENT

- One paper of 1 hour 45 minutes.
- Paper comprises 2 sections:
 - Section A: (35 marks)
 - One source-based case study
 - Section B: (15 marks)
 - Two structured-response questions
- Candidates are required to answer the compulsory source-based case study from Section A and the compulsory structured-response questions from Section B.

HUMANITIES (HISTORY)

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

History prepares students to thrive as citizens in a complex and fast-changing world by equipping them with the knowledge and skills to understand how forces, events and developments of the past shaped today's world. It also develops in students a disciplined and critical mind to discern and make informed judgements based on consideration of multiple perspectives, reasoned and well-substantiated conclusions. History also helps students to participate actively in a globalised world, as they learn to make sense of ambiguous and complex global developments, appreciate local contexts and engage with different cultures and societies sensitively.

Syllabus Content: The Making of the 20th Century Modern World, 1910s–1991

After World War I

- Overview of World War I [*Non-examinable*]
- Aims and terms of the Paris Peace Conference and its immediate impact on Europe in the 1920s

Rise of Authoritarian Regimes

- Overview of the attempts at establishing viable political systems after World War I [*Non-examinable*]
- Case Study of Nazi Germany*
- Case Study of Militarist Japan, 1920s–1930s

War in Europe and the Asia-Pacific

- Key developments leading to the outbreak of World War II in Europe*
- Key developments leading to the outbreak of World War II in Asia-Pacific
- Reasons for the end of World War II

Note: Teachers should note that, although detailed study of the military campaigns of World War II is not required, students will need to be aware of the major turning points of the war leading to the defeat of Germany and Japan.

The Cold War

- Origins and development of the Cold War in Europe*
- Extension of the Cold War outside Europe: Case study of Korean War, 1950–1953* and Vietnam War, 1954–1975

Note: Teachers should note that, although detailed study of the military campaigns of the Korean War and Vietnam War are not required, students will need to be aware of the major turning points of the wars.

End of the Cold War

- Overview of different phases of thawing and rising tensions between the USA and the USSR in the 1960s and 1970s [*Non-examinable*]
- Decline of the USSR and the end of Cold War

Source-based case studies will only be set on the topics indicated by the symbol [].*

ASSESSMENT

- One paper of 1 hour 50 minutes.
- Paper comprises 2 sections:
 - Section A: (30 marks)
 - One source-based case study
 - Section B: (20 marks)
 - 2 out of 3 essay questions.
 - Each essay carries 10m.