

National Curricula:
A Comparative Education Investigation of History
in Australia and Singapore's Lower Secondary Years
(Volume II)

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Appendix 1

The Australian Curriculum: History

This appendix contains the following documents:

- 1.1: The Australian Curriculum: History 7-9 (version 8.1)
- 1.2: History: Sequence of content 7-10 (version 8.1)
- 1.3: History: Sequence of achievement 7-10 (version 8.1)
- 1.4: State and Territory Implementation of the F-10 Australian Curriculum
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- 1.7: Extracts from *Pearson History 7 New South Wales: Teacher Companion*

Appendix 1.1

The Australian Curriculum: History 7-9 (version 8.1)

Source: ACARA (2015e).

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The Australian Curriculum

Subjects	7–10 History
Year levels	Year 7, Year 8 and Year 9
Curriculum version	Version 8.1
Dated	Tuesday, 15 December 2015

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The Australian Curriculum Humanities and Social Sciences

Humanities and Social Sciences

Overview

Introduction

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Key ideas

Through their learning in each subject or sub-strand, students develop knowledge and understanding relating to broader enduring ideas that underpin the Humanities and Social Sciences in the Australian Curriculum, which are represented in varying ways across the subjects. The key ideas are outlined below:

Who we are, who came before us, and traditions and values that have shaped societies

Students explore their own identity, Australia's heritage and cultural diversity, and Australia's identity as a nation in the world. They examine the significance of traditions and shared values within society.

How societies and economies operate and how they are changing over time

Students learn about Australian society and other societies in the world, both past and present; and how they function socially, culturally, economically and politically. Students examine developments that have resulted in or are bringing about change.

The ways people, places, ideas and events are perceived and connected

Students are provided with opportunities to explore different perceptions of people, places, ideas and events. They develop an understanding of the interdependent nature of the world and the interrelationships within and between the natural environment, human communities and economies. They explore how people, ideas and events are connected over time and increasingly interconnected across local, national, regional and global contexts.

How people exercise their responsibilities, participate in society and make informed decisions

Students examine how individuals and groups have participated in and contributed to society past and present. They examine the rights and responsibilities of individuals and groups over time and in different contexts. They develop an understanding of the need to make decisions, the importance of ethical considerations and being informed when making decisions, the processes for decision-making and the implications of decisions that are made for individuals, society, the economy and the environment.

Click on a segment of the diagram to access subject- or sub-strand-specific illustrations.

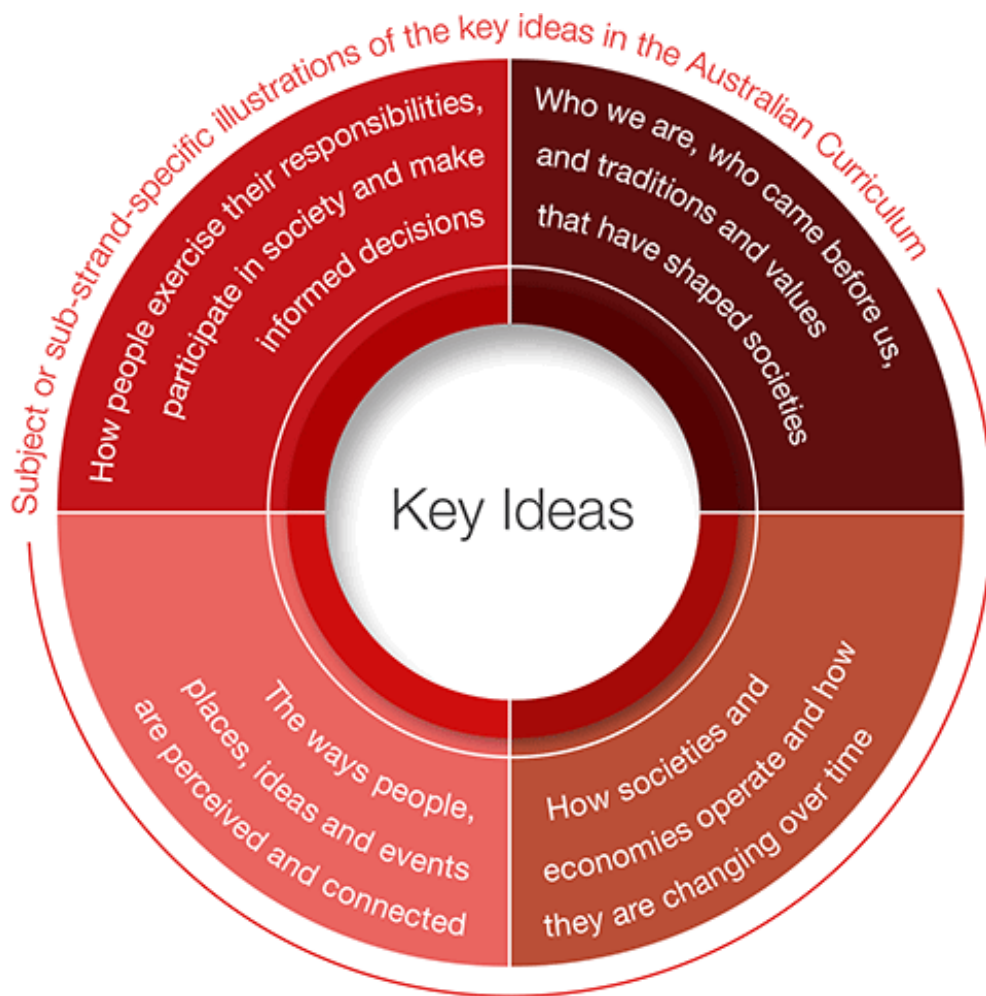


Figure 1: Subject or sub-strand-specific illustrations of the key ideas in the Humanities and Social Sciences curriculum

Who we are, who came before us, and traditions and values that have shaped societies

History

- Family, local and Australian history; and celebrations and commemoration
- The longevity of Aboriginal and Torres Strait Islander Peoples' histories and cultures
- The legacy of Ancient Greece and Ancient Rome

Geography

- The influence of culture on the organisation of places, and their representations
- Aboriginal and Torres Strait Islander Peoples' special connections to Country/Place
- The role of people's environmental worldviews in shaping societies

Civics and Citizenship

- The influence of social media in shaping identities and attitudes to diversity
- The shared values of Australian Citizenship
- The values that underpin Australia's system of government (including British and American influences and a Christian heritage)

Economics and Business

- The contribution of work to people's sense of identity
- The 'market system' as a defining feature of Australia's economy
- Influences on consumer and financial choices

How societies and economics operate and how they are changing over time

History

- The social structure of ancient societies and their legacy
- The impact of the significant periods on societies (Industrial Revolution, Renaissance, Scientific Revolution, Enlightenment, British imperialism, nationalism and globalisation)
- The development of democracy in Australia

Geography

- The human alteration of environments
- The role of government and non-government organisations in improving human wellbeing and planning for sustainable futures
- Migration and the increasing concentration of people in urban areas

Civics and Citizenship

- The operation of the three levels of government and Australia's legal system in Australia
- The development of self-government in Australia
- How governments respond to social and economic change

Economics and Business

- The influence of government on the ways markets operate in Australia
- The shifting importance of different sectors in the Australian economy
- How societies use limited resources for changing needs and wants now and in the future

The ways people, places, ideas and events are perceived and connected

History

- Different perspectives on the arrival of the First Fleet and the colonial presence
- The causes of and relationship between events such as World War I, World War II and the Cold War
- Global influences on Australian culture

Geography

- People's perceptions of places and how these influence their connections to different places
- How human and natural systems are connected and interdependent
- How places in Australia are connected to other places across the world

Civics and Citizenship

- How groups within society perceive each other and relate to one another
- The influence of global connectedness and mobility on Australian identity
- Australian's rights and responsibilities towards each other and Australia's international obligations

Economics and Business

- The performance of the Australian economy and how this is perceived by different groups
- How participants in the global economy are interdependent
- Different ways that entrepreneurs and businesses succeed

How people exercise their responsibilities, participate in society and make informed decisions

History

- The development of rights in Australia for women, children, Aboriginal and Torres Strait islander Peoples and other groups
- The participation of people in human rights and environmental campaigns in Australia
- The contributions and achievements of individuals and groups to Australia's development

Geography

- Strategies used to enhance the liveability of places
- World views about sustainability and environments and how they are expressed
- The management and planning of Australia's urban future

Civics and Citizenship

- The role of the electoral and representative systems of government
- The participation of groups in civic life, such as social, cultural, political and religious groups
- The importance of active and informed citizenship in decision-making and the use of democratic processes

Economics and Business

- The responsibilities of employers and employees in the workplace
- How individuals and businesses plan to achieve short- and long-term financial objectives
- The concept of opportunity cost as a means of making informed decisions about alternative uses of resources

Structure

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises five subjects: F–6/7 Humanities and Social Sciences, and Years 7–10 History, Geography, Civics and Citizenship and Economics and Business. In all five subjects, the curriculum is organised into two broad interrelated strands: knowledge and understanding, and inquiry and skills

In the F–6/7 Humanities and Social Sciences curriculum, history, geography, civics and citizenship and economics and business are presented as sub-strands of the knowledge and understanding strand. In these years, students are introduced to history and geography from Foundation Year, civics and citizenship in Year 3 and economics and business in Year 5. In Years 7–10, the curriculum is organised by subject. In Years 9 and 10, student access to Geography, Civics and Citizenship and Economics and Business will be determined by school authorities or individual schools.

Table 1: Humanities and Social Sciences in the Years F-10 curriculum

	Foundation – Year 2	Years 3–4	Years 5–6/7	Years 7–10
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History	Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences	History
Geography				Geography
Civics and Citizenship	N/A			Civics and Citizenship
Economics and Business	N/A	N/A		Economics and Business

PDF documents

The Australian Curriculum Humanities and Social Sciences - 7–10 History

Overview

Rationale

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

The 7–10 curriculum generally takes a world history approach within which the history of Australia is taught. It does this to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander Peoples, their identities and the continuing value of their cultures. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society and in creating rewarding personal and collective futures.

Aims

The Australian Curriculum: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Structure

The Australian Curriculum: History is organised into two interrelated strands: historical knowledge and understanding and historical inquiry and skills.

Historical knowledge and understanding strand

This strand includes personal, family, local, state or territory, national, regional and world history. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

Concepts for developing historical understanding

The Australian Curriculum: History identifies the concepts of evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability as integral to the development of historical understanding. These concepts are the key ideas involved in teaching students to think historically in the Australian Curriculum: History and are developed in the following ways:

Evidence

Evidence is what can be learnt from a historical source to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion. Historical sources do not 'speak for themselves'. While a source can offer information, it yields evidence only when relevant and probing questions are asked about it; for example, the relative size of historical figures in an ancient painting may provide clues for an inquiry into the social structure of a society. To find evidence in a source, a number of processes can be used, beginning simply and becoming more sophisticated. They include comprehending explicit information, interpreting any implied meaning, analysing patterns and themes, evaluating the usefulness of the source, and weighing up if and how the source's evidence helps answer the inquiry/research question being pursued. Evaluating involves probing the 'problematic' aspects of a source, particularly its authenticity, accuracy and representativeness. Evaluating those qualities can involve 'corroboration' – deciding whether other sources provide evidence that complements and supports it.

Continuity and change

Continuity and change are not only key concepts in history, but ones that challenge students to move from simplistic notions of history as a series of events, to powerfully complex understandings about change and continuity. Change occurs at different rates simultaneously, linking forward and backward in time, while continuities define aspects of the past that remain/ed the same over certain periods of time. Elements of change and continuity exist simultaneously in the material and immaterial world. The complex mix of change and continuity is readily evident in human affairs. For example, in the lives of individuals, families and communities; the appearance and uses of places; the structure and purposes of institutions; the beliefs and values underpinning forms of cultural and artistic practice; and the design, accessibility and use of technologies.

Cause and effect

The concepts of cause and effect invoke the most vital question in history: 'why?' The term 'cause and effect' is used by historians to identify chains of events and developments over time, short term and long term. This suggests that there can be multiple causes and effects of an event, that they are related, and that they can be variously immediate or longstanding. Causes imply motive – the question of why significant players in the unfolding events acted as they did. In establishing motive, historical study involves a re-enactment of past thinking, an elusive process fraught with challenge and inevitably ending in tentative explanations. The challenge for students to understand the concepts of cause and effect is complex. From young students' early notion that things simply happen randomly, and what did happen was inevitable, the study of contextual and causal factors in history can enable eventual understanding of the complex interrelationship of multiple, shifting causes.

Significance

There is too much history to remember all of it. In historical studies, the selection of what should be investigated and remembered is assisted by examining the significance of particular aspects of the past, considering questions such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? And how relevant is it to the contemporary world? Significant events include those resulting in great change over long time periods, as well as the history of ordinary people made significant when contextualised to larger events and of relevance to us today. In recent decades, some historians have explored new areas of significance or have brought fresh perspectives to traditional areas. Increasingly, there are histories of the oppressed, the marginalised and the 'ordinary' people of 'ordinary' communities, including people who were relatively powerless due to race, religion, gender or class. Students could be engaged in historical inquiry by debating whether a particular event is 'historically significant'.

Perspectives

In historical study, a perspective is a person's point of view, the position from which they see and understand events going on around them. In studying history, two types of perspective are important. First, there are the perspectives of people in the past and the social, cultural, intellectual, and emotional contexts that shaped their lives and actions. Students will encounter some people from the past who had unusual and unexpected ideas and attitudes, which can prompt students to think deeply about those 'strange' ideas, and also – by comparison and contrast – about the taken-for-granted assumptions of their own society. However, not all people in any particular society in the past always had the same perspectives. As today, there could be dramatic differences in values, attitudes and practices among people in societies long ago – producing instability, conflict and upheaval. Studying historical differences in perspective, and consequent conflict, can help students understand the roots of conflict in their own world and offer signposts towards possible resolution of that conflict. At the same time, it should be remembered that a person's point of view on a particular issue can be affected by simple self-interest, rather than by deeply held values and attitudes. Second, there are the perspectives on the past. People, particularly historians, can disagree markedly about past events, their causes and effects. There are various reasons for these differences among historians, including which historical sources they studied, how they interpreted those sources, and the historian's background, knowledge, expertise and values.

Empathy

In historical inquiry, the term 'empathy' is used to describe engagement with past thought. The re-enactment of past thought and feeling is a greater challenge than constructing descriptions and explanations of the past. It requires an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced and the motivations, values and attitudes behind their actions. Empathy encourages students to overcome the common tendency to see people of the past as strange and incomprehensible. Student empathy is encouraged when a teacher sets the scene in a particular historical setting and asks the students to describe a memorable episode and to express their thoughts and feelings. It is an imaginative activity, but unlike creative fiction, it relies on a disciplined imagination. The aim is for students to respond in ways that are true to the time and the situation – plausible and convincing in the activities described, words spoken, attitudes expressed and values implied. However, empathy is not authentically achieved if later standards, customs, values and truths are used to judge other times, potentially creating wild and unhistorical imaginings. Empathy promotes deeper understanding of 'difference' in the past and – where appropriate – tolerance and acceptance in the present.

Contestability

Contestability is an inescapable characteristic of history, emerging from the essential nature of the discipline. History is the study and description of something ('the past') that no longer exists. Reconstructing the past depends on the surviving fragments of the past – themselves 'problematic'; involves processes of interpretation; disciplined imagination; and judgement by historians who bring to the task their various abilities, experiences, perspectives, foibles and fallibilities. Contestability occurs when particular interpretations about the past are open to debate, for example as a result of a lack of evidence or different perspectives, with debate often remaining intractable. Some students might question the value of a discipline that seems incapable of producing 'the truth'. But contestability gives history a distinctive strength and value. In history, as in life, certainty remains elusive – but nonetheless worth the pursuit.

Historical inquiry and skills strand

This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

Historical inquiry processes and skills are described in bands of schooling at two-year intervals.

Relationship between the strands

The two strands are integrated in the development of a teaching and learning program. The historical knowledge and understanding strand provides the contexts through which particular skills are to be developed. In each year of 7–10, the skills are applied to increasingly complex concepts.

Key inquiry questions

Each year level in Years 7–10 includes key inquiry questions that provide a framework for developing students' historical knowledge, understanding and skills.

Overviews

Historical knowledge and understanding includes an overview of the historical period to be covered in each year level 7–10. The overview is not intended to be taught in depth. The overview content identifies important features of the historical period at the relevant year level and provides an expansive chronology that helps students understand broad patterns of historical change.

Depth studies

In addition to the overview, historical knowledge and understanding includes three depth studies for the historical period at each year level 7–10. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective is studied in detail. The content in each elective is designed to allow detailed study of specific aspects of the historical period. The order and detail in which content is taught is a programming decision. Content may be integrated in ways appropriate to the specific local context; and it may be integrated with the content of other depth-study electives.

Relationship between overviews and depth studies

As part of a teaching and learning program, the depth-study content at each year level 7–10 may be integrated with the overview content. The overview provides the broader context for the teaching of depth-study content. This means that the overview content can provide students with an introduction to the historical period, it can make the links to and between the depth studies, and it can consolidate understanding through a review of the period.

PDF documents

Resources and support materials for the Australian Curriculum: History are available as PDF documents.

History: Sequence of content 7-10

History: Sequence of achievement 7-10

Year 7

The ancient world

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions for Year 7 are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Year 7 Content Descriptions

Historical Knowledge and Understanding

Overview of the ancient world

The following content is to be taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period, approximately 60 000 BC (BCE) – c.650 AD (CE), as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.

Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:

the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia (ACOKFH001)

- using a map to describe the pattern of movement of humans 'out of Africa' and across other continents over time, and looking at the types of evidence of these movements (for example, stone tools, human remains and cave paintings)



the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002)



- exploring an early example of art (for example, the 17 000 BC (BCE) great bull paintings from the Lascaux Cave in France) and discussing why they may have been painted
- discussing the evolving nature of the evidence in this period, which shows increasingly sophisticated forms of technology (for example, the transition from making tools out of stone, bone and wood to metalworking)
- identifying sources of evidence for the emergence of organised states (for example, the Cuneiform script phonetic writing of the Sumerians c.3500 BC (BCE); the ancient law code of Hammurabi clay tablets from ancient Babylon c.1790 BC (BCE); artefacts found in the tombs at Ur Sumer c.2500 BC (BCE), which indicate the presence of either royalty or priestesses; pottery shards and fragments discovered in Palestine, made of mud from the River Nile in Egypt, as evidence of trade)

key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003)



- exploring why the shift from hunting and foraging to cultivation (and the domestication of animals) led to the development of permanent settlements
 - identifying the major civilisations of the ancient world (namely Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya); where and when they existed, and the evidence for contact between them
- AA**
- locating the major civilisations of the ancient world on a world map and using a timeline to identify the longevity of each ancient civilisation
 - identifying the major religions/philosophies that emerged by the end of the period (Hinduism, Judaism, Buddhism, Confucianism, Christianity, Islam) and their key beliefs (through group work)



Depth studies

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview content and/or with other depth study electives.

1 Investigating the ancient past

Elaborations

Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past.

Investigating the ancient past

How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)



- identifying different approaches to historical investigation such as the use of excavation and stratigraphy, oral history and use of data derived from radiocarbon dating

The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)



- listing a range of sources (both archaeological and written) required in an historical investigation to develop a response to the question(s) being asked


Methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (ACDSEH030)



- evaluating various methods for investigating the ancient past (for example, stratigraphy to date discoveries; DNA testing to identify past individuals from their remains (such as Egyptian mummies) as well as common diseases)
- using a cross-sectional drawing of the earth's surface from an archaeological excavation to identify the evidence located at various layers (stratigraphy) and what it reveals about change over time (for example, a charcoal layer containing human remains and weapons may indicate the capture and destruction of an ancient settlement such as Troy)

The nature of sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031)



- investigating the discovery of Mungo Woman in 1969 and the use of radiocarbon dating to draw conclusions about the longevity of human occupation at Lake Mungo
- 
- generating a range of questions to investigate a source (for example, a shell midden in ancient Australia – where it was found, how long it was used for, what it reveals about technology and the use of environmental resources)

The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACDSEH148)



- investigating world heritage criteria for the listing of significant ancient sites, using an example of an ancient site such as Pompeii
- explaining the UNESCO-led rescue mission to save the temples of Abu Simbel

2 The Mediterranean world

Elaborations

Students investigate ONE of these Mediterranean societies in depth: Egypt or Greece or Rome.

Egypt

Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002)



- describing the importance of the River Nile to Egyptian society (for example, inundation and farming, the worship of the god of the Nile, and the use of the Nile as a means of transportation)



Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032)



- creating a graphic representation of the social structure of Egyptian society
- outlining the rights of women (for example, in the areas of marriage, family life, work and education) and their responsibilities (that is, generally limited to the home and family)

Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033)



- investigating significant beliefs associated with death and funerary customs (for example, belief in an afterlife) and practices (for example, burial in tombs and techniques of mummification)
- generating alternative explanations for the building of the pyramids at Giza

Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACDSEH034)



- explaining the nature of contact with other societies (for example, trade with Cyprus, Crete and Greece); and conflict (for example, the Battle of Kadesh in the New Kingdom that concluded with Ramses II's peace treaty with the Hittites)

The role of a significant individual in ancient Egyptian history such as Hatshepsut or Ramses II (ACDSEH129)



- examining the historical context, early life and achievements of a significant historical figure from ancient Egypt, and how they were perceived by their contemporaries

OR

Greece

Physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there (ACDSEH003)



- describing the impact of the sea and mountain ranges of Ancient Greece on the development of self-governing city-states

Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035)



- examining evidence of the social structure of Athenian or Spartan society (for example, the roles of citizens, women, slaves in Athenian society and the roles of Spartiates, Perioikoi and Helots in Spartan society)
- outlining the rights of citizens in ancient Athens (for example, the right to vote), their responsibilities (for example, military service, attending assembly meetings) and the invention of freedom

Significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH036)



- investigating the significant beliefs, values and practices of the ancient Greeks (for example, the Olympic Games or the Delphic Oracle)
- investigating significant beliefs and values associated with warfare (for example, heroic ideals as revealed in the Iliad) and military practices (for example, army organisation, the hoplite phalanx and naval warfare)

Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars) (ACDSEH037)



- explaining the nature of contact with other societies (for example, the commodities that formed the trade with Egypt, Greek colonisation of the Mediterranean) and conflict (for example, the Persian Wars and the Battle of Salamis, the empire of Alexander the Great and the reach of Greek culture)

The role of a significant individual in ancient Greek history such as Leonidas or Pericles (ACDSEH130)



- examining the historical context, early life and achievements of a significant historical figure from ancient Greece, and how they were perceived by their contemporaries

OR

Rome

Physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there (ACDSEH004)



- describing the methods used by the Romans to manage resources (for example, the water supply through aqueducts and plumbing systems)



Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion (ACDSEH038)



- examining the evidence of the social structure of Roman society (for example, the roles of patricians, plebeians, women and slaves in the city of Rome) and the idea of Republican virtue and its historical resonance
- describing the significance of slavery in the period of the Roman Empire (for example, the acquisition of slaves through warfare, the use of slaves as gladiators and agricultural labourers, and the rise of freedmen)

Significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH039)



- investigating significant beliefs associated with daily life (for example, the evidence of household religion) and practices (for example, the use of public amenities such as baths, and the forms of entertainment in theatres and amphitheatres)

Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs (ACDSEH040)



- describing the furthest extent of the Roman Empire and the influence of foreign cults on Roman religious beliefs and practices (for example, the Pantheon of Gods (Greece), Isis (Egypt) and Mithras (Persia))
- reading accounts of contacts between Rome and Asian societies in the ancient period (for example, the visit of Chinese and Indian envoys to Rome in the time of Augustus, as described by the Roman historian Florus)



The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus (ACDSEH131)



- examining the historical context, early life and achievements of a significant historical figure from ancient Rome, and how they were perceived by their contemporaries

3 The Asian world

Elaborations

Students investigate ONE of these Asian societies in depth: India or China

India

Physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (ACDSEH006)



- describing how harmonious relationships with the natural world were reflected in Indian belief systems (for example, Hinduism, Buddhism and Jainism)



- creating a graphic representation of the extent of India as a political unit at this time (for example, its diverse climatic and geographical features, types and location of food production, areas of high- and low-density population)



Roles of key groups in Indian society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and religion (ACDSEH044)



- creating a graphic representation of the social structure of Indian society



- explaining the social structure of India, including the role of Brahmins – priests, teachers; Kshatriyas – kings, warriors; Vaishyas – merchants, artisans; Shudras – labourers, peasants



Significant beliefs, values and practices of Indian society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH045)



- investigating the significant beliefs, values and practices of Indian society associated with, for example, the role of the family and religious ceremonies (such as rites of passage for boys and men; rites of passage for girls and women; marriage rites)



- investigating the significant beliefs, values and practices of Indian society associated with death and funerary customs (for example, cremation, the use of professional mourners, the construction of stupas)



Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs (ACDSEH046)



- examining the extent of Indian contact with other societies such as the Persians under Cyrus, the Macedonians under Alexander; the extensive trade with the Romans and Chinese; the material remains of the Mauryan Empire such as the Pillars of Ashoka and the Barabar Caves; the spread of Hinduism and Buddhism



The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka (ACDSEH133)



- examining the historical context, early life and achievements of a significant historical figure from India in this period, and how they were perceived by their contemporaries



OR

China

Physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005)



- describing the significance of the Yellow River to irrigation and the impact of features such as the Himalayas on contacts with other societies, including trade



Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion (ACDSEH041)



- creating a graphic representation of the social structure of Chinese society
- outlining the rights and responsibilities of women (for example, in the areas of marriage, family life, work and education)



Significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH042)



- investigating the significant beliefs, values and practices of Chinese society associated with daily life (for example, irrigation and the practice of agriculture, the teachings of Confucius, the evidence of daily life from the Han tombs)



Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs (ACDSEH043)



- explaining the rise of imperial China (for example, the use of chariot warfare and the adoption of mass infantry armies, the building of the first phase of the Great Wall of China, military strategies as codified in Sun Tzu's The Art of War)



The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang (ACDSEH132)



- examining the historical context, early life and achievements of a significant historical figure from China in this period, and how they were perceived by their contemporaries



Historical Skills

Chronology, terms and concepts

Elaborations

Sequence historical events, developments and periods (ACHHS205)



- identifying the approximate beginning and end dates of ancient societies and the periods of time when they coexisted

Use historical terms and concepts (ACHHS206)



- defining and using terms such as BC (Before Christ), AD (anno Domini), BCE (Before Common Era), and CE (Common Era); prehistory (before the period of textual recording) and history (the period beginning with named individuals and textual recording)
- defining and using concepts such as slavery, divine right, source (where a historian finds information) and evidence (the information that is used by the historian)

Historical questions and research

Elaborations

Identify a range of questions about the past to inform a historical inquiry (ACHHS207)



- posing a key question such as: 'How were the pyramids at Giza built?' and understanding that there may not be a definitive answer; identifying related questions to inform the inquiry including: 'What evidence is there?' 'What theories have been developed?'
- posing questions of sources such as: 'Where does it come from?' 'How do we know?' 'What information does it provide?' 'What other sources might be needed?'
- identifying steps in the research process (for example, identifying information needed, locating that information, recording relevant information from sources)

Identify and locate relevant sources, using ICT and other methods (ACHHS208)



- compiling a list of different sources (for example, papyrus scrolls, coins, statues, human remains)
- using web search techniques to refine a search for information/images related to a historic site (for example, use of place names, dates and search words such as 'photo gallery')
- identifying information within a source that can be used as evidence to support an interpretation

Analysis and use of sources

Elaborations

Identify the origin and purpose of primary and secondary sources (ACHHS209)



- responding to questions about photographs, artefacts, stories, buildings and other sources to explain the past such as: 'Who wrote/produced this?' 'When?' 'Why?' 'What does it show about the past?'
- discussing the difficulties in identifying the origin and purpose of some sources (for example, the Kimberley Bradshaw paintings)
- differentiating between primary sources (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations)

Locate, compare, select and use information from a range of sources as evidence (ACHHS210)



- creating categories (that is, concepts) with which to organise information obtained from sources
- identifying a range of archaeological sources (for example, the physical remains of the Colosseum, gladiatorial equipment such as helmets, mosaics showing gladiatorial combat, written accounts of what happened in the Colosseum)

Draw conclusions about the usefulness of sources (ACHHS211)



- recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society
- distinguishing between a fact (for example, 'some gladiators wore helmets') and an opinion (for example, 'all gladiators were brave')
- using strategies to detect whether a statement is fact or opinion, including word choices that may indicate an opinion is being offered (for example, the use of conditionals 'might', 'could', and other words such as 'believe', 'think', 'suggests')

Perspectives and interpretations

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)



Elaborations

- identifying the possible meaning of images and symbols in primary sources
- identifying the perspective in a historical source, such as the saying of Confucius, 'women and underlings are especially difficult to handle', and discussing the values and attitudes of the society that produced it



Explanation and communication

Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)



Elaborations

- outlining the significance of a past event, providing reasons for the event and referring to relevant evidence
- describing the social structure of the ancient society, using evidence from sources such as artwork and written accounts

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)



- creating an audiovisual presentation, using ICT, to recreate and show the specific features of an ancient battle, temple, pyramid complex or burial site

Year 7 Achievement Standard

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Year 8

The ancient to the modern world

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions for Year 8 are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Year 8 Content Descriptions

Historical Knowledge and Understanding

Overview of the ancient to modern world

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period, c.650 AD (CE) – 1750, as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.

Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:

the transformation of the Roman world and the spread of Christianity and Islam (ACOKFH008)



- recognising how relations between the Islamic and Western worlds were characterised by both peaceful coexistence (trade) and conflict during this period (the Crusades)
- discussing Britain after the end of the Roman occupation; the Anglo-Saxon kingdoms; Old English and the foundations of modern English; Beowulf and archaeology; Anglo-Saxon institutions and the roots of medieval parliament

key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKFH009)



- identifying the major civilisations of the period (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca); where and when they existed; and their extent (for example, the Vikings through Europe, the Mongols across Eurasia, and the Spanish in the Americas)



- locating the major trading routes (including the Mediterranean; the Silk Road; the sea route between China, India and the east coast of Africa; and the Columbian Exchange) on a map and identifying the nature of the trade/contact (for example, along the Silk Road – slaves, spices, silk, glassware, spread of knowledge and diseases)



- describing beliefs about the world and the voyages of discovery (European and Asian), the nature of the voyages and the redrawing of the map of the world



- explaining the significance of land ownership in the practice of feudalism and the nature of feudalism in Europe (for example, knights) and Japan (for example, samurai)



the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment) (ACOKFH010)



- discussing the extent of knowledge about the world as indicated through changing world maps (for example, the Da Ming Hun Yi Tu world map (1389 AD/CE); and the Nova Totius Terrarum Orbis by Hendrik Hondius (1630))



Depth studies

There are three depth studies for this historical period. For each depth study, there are up to four electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview content and/or with other depth study electives.

Students investigate ONE of these societies/empires from the Western or Islamic world in depth: the Vikings or Medieval Europe or the Ottoman Empire or Renaissance Italy.

The Ottoman Empire (c.1299 – c.1683)

The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH009)



- describing the way of life of people in the Ottoman Empire (for example, the role of the coffee house and bazaar or marketplace, the power and responsibility of the Sultan to ensure that justice was served within society)

Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD (CE), art and architecture (ACDSEH053)



- describing Ottoman art and architecture (for example, the Selimiye Mosque in the city of Edirne in Turkey, and Islamic geometric design)

Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054)



- outlining the millet system that regarded non-Muslim people as subjects, but as not being subject to Muslim law
- explaining the tolerance of the Ottomans towards Christians and Jews

The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)



- investigating the achievements of individuals (for example, Selim I in establishing the empire and capturing Jerusalem; or Suleiman the Magnificent in expanding the empire to Belgrade in Europe)

OR

Renaissance Italy (c.1400 – c.1600)

The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH010)



- describing the way of life of people in Renaissance Italy (for example, the role of men in tending the fields or merchant shops, the influence of government in particular city-states, for example Naples – a monarchy, Florence – a republic)

Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning (ACDSEH056)



- describing the work of Leonardo da Vinci (for example, his artworks Mona Lisa and The Last Supper and inventions: a rudimentary helicopter and solar power); the work of Michelangelo (for example, the Sistine Chapel paintings, David, Pietà); the thinking of Copernicus (for example, astronomy – seeing the sun as the centre of the universe); and the invention of the printing press
- investigating learning in the Renaissance period (for example, humanism, astrology, alchemy, the influence of ancient Greece and Rome)

Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples (ACDSEH057)



- explaining the influence of the Medici family in Florence as bankers and merchants, and their patronage of the arts

The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolò Machiavelli (ACDSEH058)



- investigating the achievements of Galileo (for example, improvements in the telescope and his astronomical observations)

The spread of Renaissance culture to the rest of Europe, and its legacy (ACDSEH059)



- outlining the spread of Renaissance culture to England (for example, the rise of literature through Shakespeare)

OR

The Vikings (c.790 – c.1066)

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)



- locating Viking lands in Scandinavia (Denmark, Norway and Sweden)
- describing the way of life of the Vikings (for example, living in a cold and harsh environment; the importance of farming and raids; the significance of honour in Viking warrior society)

Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)



- describing Viking craft with particular emphasis on the production of weapons (for example, swords, battle axes and helmets)
- outlining the key role of gods such as Odin, Thor, Frey and Freyja in Viking religion and the adoption of Christianity during the Viking period
- investigating the construction of longboats and their role in exploration, including innovations in keel and sail design.
- describing evidence of Viking trade between Russia (Kiev) and the east (through Constantinople)

Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048)



- explaining the attacks on monasteries (for example, Lindisfarne (793 AD/CE) and Iona (795 AD/CE)), and reviewing the written accounts by monks that contributed to the Vikings' reputation for pillage and violence
 - explaining the survival of a heroic Iron Age society in Early Medieval Ireland, as described in the vernacular epics, and its transformation by the spread of Christianity; the influence of the Vikings; the Anglo-Norman conquest
 - investigating the remains of Viking settlements (for example, Dublin (Ireland) and Jorvik (York))
-

The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049)



- outlining Erik the Red's development of Viking settlements in Eastern and Western Greenland in 985 CE
- comparing the artefacts discovered at L'Anse aux Meadows in Newfoundland (Canada) with Viking artefacts as possible evidence that the Vikings had discovered America 500 years before Christopher Columbus

OR

Medieval Europe (c.590 – c.1500)

The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)



- describing the structure of feudal society (for example, the role and responsibilities of the king, nobles, church, knights and peasants)

Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)



- describing the features of castles and churches of the period (for example, Warwick Castle in England and Notre Dame Cathedral in Paris) as examples of the Church's power in terms of its control of wealth and labour
- researching inventions and developments in the Islamic world and their subsequent adoption in the Western world
- recognising that the medieval manuscripts of monastic scribes contributed to the survival of many ancient Greek and Roman literary texts
- examining the religious nature of illuminated manuscripts and how they were the product of a complex and frequently costly process
- listening to the Gregorian chants of Western Christianity and exploring how they reflect the nature and power of the Church in this period

Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)



- investigating different types of crime and punishment (for example, trial by combat as a privilege granted to the nobility; being hung, drawn and quartered as a punishment for heinous crimes such as treason, and the use of the ducking stool as a punishment for women) and in what ways the nature of crime and punishment stayed the same, or changed over time

Dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)



- explaining why Charlemagne was a significant figure in Medieval Europe, such as his expansion of the Frankish kingdom and his support of the Church

2 The Asia-Pacific world

Elaborations

Students investigate ONE of these Asia-Pacific societies in depth: the Angkor/Khmer Empire or Shogunate Japan or the Polynesian expansion across the Pacific. N.B. Where appropriate, this depth study may include some reference beyond the end of the period c.1750.

Angkor/Khmer Empire (c.802 – c.1431)

The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king) (ACDSEH011)



- describing the way of life in the Khmer Empire through stone carvings and the writings of the Chinese Ambassador Zhou Daguan (for example, in relation to fishing, trading in markets, temple construction)



Reasons for Angkor's rise to prominence, including wealth from trade and agriculture (ACDSEH060)



- explaining how being revered as the 'god-king' or 'deva-raja' enabled the Khmer kings to rule over the empire with absolute authority, thereby enhancing their ability to mobilise manpower to defend the empire as well as to invade neighbours



Cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)



- describing the main features of the water management system at Angkor (for example, the extensive use of reservoirs and canals)



Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062)



- exploring theories about the decline of the Khmer civilisation (for example, the development of an unstable climate such as drought and monsoons; the rise of Theravada Buddhism; the breakdown of Angkor's water management system)



OR

Japan under the Shoguns' (c.794 – 1867)

The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012)



- describing the way of life in feudal Japan under the shoguns (for example, 'bushido' – the chivalric code of conduct of the samurai that emphasised frugality, loyalty, mastery of martial arts, and honour)



The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade (ACDSEH063)



- describing the relationship between the emperor, shogun, daimyo (lords), samurai (warriors), workers (for example, farmers, artisans and traders)



- explaining reasons for Japan's closure to foreigners under the Tokugawa Shogunate and the impact of US Commodore Perry's visit in 1853



The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)



- investigating the demand for available land and the patterns of land use in the period
- outlining the attempts by the Tokugawa Shogunate to curb deforestation (for example, imposing heavy regulations on farmers; managing the harvesting of trees; and using new, lighter and more efficient construction techniques)



Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)



- describing internal pressures in shogunate Japan (for example, the rise of a commercial class at the expense of the samurai, peasant uprisings such as Osaka 1837, and famine)
- describing the increasing exposure to Western technology and ideas (for example, the establishment of a naval school with Dutch instructors, the translation of Western books)
- evaluating the significance of the Meiji Restoration of 1868 AD (CE) that restored imperial rule to Japan



OR

The Polynesian expansion across the Pacific (c.700 – 1756)

Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)



- locating Polynesia on a map, tracing the expansion of Polynesian settlers throughout the Pacific, and considering how they made their journeys
- outlining different theories about the expansion (for example, west/east and east/west movement, the expansion as accidental versus intentional)

The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) (ACDSEH066)



- describing the way of life of Easter Island (Rapa Nui) society (for example, fishing by the men, links between the household and the extended clan through the exchange of goods, wives and labour; the use of stone tools)

Cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067)



- investigating the construction of the moai (giant statues) on Easter Island (Rapa Nui), the techniques used to make and transport them, and theories about their meaning (for example, representations of dead ancestors or chiefs)
-

The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees (ACDSEH068)



- researching the extinction of the moa in New Zealand as a result of hunting and habitat decline



- explaining the significance of Rahui as a way of prohibiting the collection of resources, to ensure their sustainability



- evaluating the evidence for theories about the deforestation of Easter Island (Rapa Nui)



3 Expanding contacts

Elaborations

Students investigate ONE of the following historical developments in depth to explore the interaction of societies in this period: the Mongol expansion or the Black Death in Africa, Asia and Europe or the Spanish conquest of the Aztecs and Incas.

Mongol expansion (c.1206 – c.1368)

The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)



- describing the nomadic nature of Mongol life and the rise of Temujin (Genghis Khan) who united all Mongol tribes in 1206 AD (CE)



The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077)



- outlining Genghis Khan's use of decimal organisation in his army and his policies for governing his empire (for example, codifying laws, banning the killing of animals in the breeding season, supporting religious freedom and expanding trade)



The extent of the Mongol expansion as one of the largest land empires in history (ACDSEH078)



- mapping the expansion of the Mongol empire across Asia and Europe



- describing the way of life in Mongolia and its incorporation into Chinese life (for example, agriculture – domestication of animals such as horses, camels and cattle; food – dried meat and yoghurt; and housing – yurts)



The consequences of the Mongol expansion, including its impact on life in China during and after the Mongol conquest and contributions to European knowledge and trade routes (ACDSEH079)



- explaining the role of the Mongols in forging connections between Europe and Asia through conquest, settlement and trade (for example, the use of paper money and coinage; the growing number of European merchants travelling to China)



- examining life in China before, during and after the Mongol conquest

OR

The Black Death in Asia, Europe and Africa (14th century plague)

Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)



- investigating living conditions in London in the fourteenth century (for example, the lack of sanitation, crowded housing); the extent of medical knowledge (for example, based on Hippocrates' theory); and beliefs about the power of God (for example, that diseases were a punishment of God)

The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)



- mapping the spread of the Black Death (Asia, Africa, Europe) in the fourteenth century CE



Causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070)



- explaining reactions to the Black Death (for example, the emergence of flagellants – those who would whip themselves to be free of sin – and the persecution of Jewish people)

The immediate and long-term effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)



- using studies of church records from the period to identify the effect of the Black Death on human populations and to consider the reliability of these statistics
- investigating the effects of the Black Death on society (for example, labour shortages, peasant uprisings, the weakening of feudal structures and increased social mobility)
- categorising the effects of the Black Death as either short term or long term and drawing conclusions about the severity of the Black Death

OR

The Spanish conquest of the Americas (c.1492 – c.1572)

Pre-Columbian life in the Americas, including social organisation, city life and beliefs (ACDSEH016)



- describing the social organisation of the Aztecs (for example, nobility, slaves); their beliefs (for example, worship of a number of gods and the need to make human sacrifices to appease these gods); life in the capital city Tenochtitlan

When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)



- explaining the arrival of Spanish conquistadores in Mexico and Peru from 1510 AD (CE) (Balboa) to 1531 (Pizarro), and their reasons (for example, seeking wealth, claiming land for their king, converting the local populations to Christianity, sense of adventure)

The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074)



- describing encounters between Hernán Cortés and the Aztecs, as well as the siege of Tenochtitlan

The immediate and long-term effects of the conquest on the Aztecs OR Incas as well as on the wider world (ACDSEH075)



- investigating the impact of conquest on the indigenous populations of the Americas (for example, the introduction of new diseases, horses and gunpowder) and the wider world (for example, the introduction of crops such as maize, beans, potatoes, tobacco and chocolate from the Americas to Europe and increased wealth in Europe)
- explaining the longer-term effects of conquest and colonisation on the indigenous populations of the Americas (for example, the unequal distribution of land and wealth; slavery; and political inequality)

Historical Skills

Chronology, terms and concepts

Sequence historical events, developments and periods (ACHHS148)



Elaborations

- placing historical events in sequence to identify broader patterns of continuity and change (for example, the Polynesian expansion across the Pacific; the stability of the Angkor/Khmer Empire over many centuries)



Use historical terms and concepts (ACHHS149)



- understanding the different meanings of particular terms and concepts when viewed in their historical context, such as feudalism in medieval Europe and Japan



Historical questions and research

Identify a range of questions about the past to inform a historical inquiry (ACHHS150)



Elaborations

- experimenting with different words/phrases/historical concepts, when drafting a question, to develop a research focus
- posing a key question such as: 'Why did Easter Island (Rapa Nui) society decline?' and identifying related questions to inform the inquiry (for example, 'What evidence is there?' 'What theories have been developed?')



Identify and locate relevant sources, using ICT and other methods (ACHHS151)



- compiling a list of different sources needed in an inquiry and their possible locations

Analysis and use of sources

Identify the origin and purpose of primary and secondary sources (ACHHS152)



Elaborations

- explaining how clues within a source can be used to identify where it was made or who it was made by (for example, the place where it was found, the materials used, the condition of the object, decorative features)

Locate, compare, select and use information from a range of sources as evidence (ACHHS153)



- creating categories to organise the information obtained from sources
- designing a table to list sources and the aspects of the past about which they provide information (for example, social structure, economy, governance)

Draw conclusions about the usefulness of sources (ACHHS154)



- recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society
- distinguishing between fact (for example, 'The Moai were constructed on Easter Island (Rapa Nui)') and opinion or interpretation (for example, 'The Moai on Easter Island (Rapa Nui) are representations of gods')

Perspectives and interpretations

Elaborations

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)



- describing the values and attitudes revealed by a source (such as an individual account) and using additional sources to show how they are broadly representative of the values and attitudes of the society

Explanation and communication

Elaborations

Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS156)



- using scaffolds illustrating the structural and language features of particular text types (for example, descriptions and explanations) to create a text that communicates specific findings about the past

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157)



- creating an oral presentation, supported by audiovisual material, to recount the life of Temujin (Genghis Khan) and to explain his contribution to the Mongol world



Year 8 Achievement Standard

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame a historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

Year 9

The making of the modern world

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students’ historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions for Year 9 are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Year 9 Content Descriptions

Historical Knowledge and Understanding

Overview of the making of the modern world

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period (1750 – 1918) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.

Overview content for the making of the modern world includes the following:

the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (ACOKFH016)

- comparing the usefulness of artworks depicting life in the period with the first photographs
 - investigating the changing nature of the sources that provide a record of life in this period, such as paintings, travellers’ journals and the development of photography and film by 1918
-

the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) (ACOKFH015)



- identifying the number of slaves transported and the nations/places involved (for example, Portugal, Britain, France, Spain, North America)

the extent of European imperial expansion and different responses, including in the Asian region (ACOKFH017)



- outlining the technologies of mass production that contributed to the Industrial Revolution and the changes in Australian life that occurred as a result of these technologies
- recognising how Asian societies responded to European imperialism, the extent to which they were changed and the influence they exercised on the rest of the world



- identifying Asian societies that were colonised by the Europeans (such as Indonesia by the Dutch) and those that remained independent



the emergence and nature of significant economic, social and political ideas in the period, including nationalism (ACOKFH019)



- outlining the features that reflect the emergence of a belief in social and political equality, including the right to vote, egalitarianism and universal education in Australia
- recognising how events such as the French Revolution and American independence contributed to ideas of equality
- the role of Classical models and theories on the invention of democratic values

Depth studies

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with overview content and/or with other depth study electives.

1 Making a better world?

Elaborations

Students investigate how life changed in the period in depth through the study of ONE of these major developments: the Industrial Revolution or Progressive ideas and movements or Movement of peoples. The study includes the causes and effects of the development, and the Australian experience.

The Industrial Revolution (1750 – 1914)

The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (ACDSEH017)



- mapping the British Empire c.1800 AD (CE) and the raw materials it obtained from colonies (for example, sugar from Jamaica, wool from Australia and cotton from India)



- explaining changes in technology (for example, steam-driven spinning mills, railways and steam ships) which led to factories and cities
- identifying the spread of innovations such as steam power; iron and steel production; transport; and chemicals in Europe, USA and Japan



- identifying factors that led to the Industrial Revolution such as the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system and expanding empire

The population movements and changing settlement patterns during this period (ACDSEH080)



- examining changes to the population statistics of major cities during this period
- investigating changes to the cities and landscape in European countries and Australia as the Industrial Revolution continued to develop, using photos (for example, those that were taken as the Eiffel Tower was being constructed using iron)


The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081)



- describing the impact of steam, gas and electricity on people's way of life during the Industrial Revolution
- investigating the changes in working conditions (for example, longer working hours for low pay and the use of children as a cheap source of labour)

The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)



- describing the impact of factories, mines and cities on the environment, and on population growth and distribution
- 
- outlining the growth of trade unions as a response to the impacts of the Industrial Revolution

OR

Progressive ideas and movements (1750 – 1918)

The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism (ACDSEH019)



- explaining why an idea emerged and the basis of that idea (for example, egalitarianism — being judged on merit rather than by birth or past deeds)

Reasons why ONE key idea emerged and/or developed a following (ACDSEH086)



- investigating reasons why a key idea gained support, such as the support for Chartism among the poorer classes as a response to deteriorating living and working conditions

The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it, for example from workers, entrepreneurs, land owners, religious groups (ACDSEH087)



- explaining responses to particular ideas (for example, how religious groups responded to ideas in Charles Darwin's 1859 book *On the Origin of Species* or how workers responded to the idea of capitalism or socialism)
- investigating the role played by an individual or group in promoting a key idea (for example, the role of Adam Smith and entrepreneurs in promoting capitalism)

The short and long-term impacts of ONE of these ideas on Australia and the world (ACDSEH088)



- assessing the impact of a key idea in Australia and elsewhere (for example, the effect of increasing nationalist sentiment in Australia in the mid- to late nineteenth century or the effects of Chartism on democracy in Britain or on the Victorian goldfields)

OR

Movement of peoples (1750 – 1901)

The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation (ACDSEH018)



- mapping the movement of peoples in the transatlantic slave trade or in convict transportation to Australia
- explaining the role of the Industrial Revolution in creating a growing need for labour and transportation

Experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)



- investigating sources that record the reactions of new arrivals to other countries in this period (for example, responses to the natural environment and climate)

Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (ACDSEH084)



- investigating the experiences of a specific group of arrivals to Australia (for example, convicts in Sydney, Hobart, Brisbane; or free settlers in Melbourne, Adelaide, Perth or Darwin)
- describing the impact of this group on the Aboriginal and Torres Strait Islander Peoples of the region



The short and long-term impacts of the movement of peoples during this period (ACDSEH085)



- evaluating the effects of the movement of peoples on the indigenous and immigrant populations

2 Australia and Asia

Elaborations

Students investigate the history of an Asian society OR Australia in the period 1750 – 1918 in depth.

Asia and the world

Key features (social, cultural, economic, political) of ONE Asian society at the start of this period (ACDSEH093)



- investigating the key aspects an Asian society at the beginning of this period (for example, identifying the territorial extent of Qing China, the role and influence of the Emperor, and the nature of literature, art and architecture)



Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) (ACDSEH094)



- identifying aspects of the Asian society under investigation that remained the same or changed during this period, especially as a result of contact with European powers (for example, describing the British Raj and identifying British influences on society (such as the building of roads, an extensive railway network, schools and Christian missions))



The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism (ACDSEH142)



- investigating the confrontation between Japan and Western powers (for example, the Russo-Japanese war) and the emergence of Japan as a major world power



The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time (ACDSEH141)



- describing the activities of Christian missionaries in China and the outcomes of the Boxer Rebellion



Making a nation

The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (ACDSEH020)



- explaining the effects of contact (for example, the massacres of Aboriginal and Torres Strait Islander people; their killing of sheep; the spread of European diseases) and categorising these effects as either intended or unintended



- investigating the forcible removal of children from Aboriginal and Torres Strait Islander families in the late nineteenth century/early twentieth century (leading to the Stolen Generations), such as the motivations for the removal of children, the practices and laws that were in place, and experiences of separation.



Experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089)



- outlining the migration of Chinese to the goldfields in Australia in the nineteenth century and attitudes towards the Chinese as revealed in cartoons (for example, 'The Mongolian Octopus')



Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090)



- identifying the main features of housing, sanitation, transport, education and industry that influenced living and working conditions in Australia
- describing the impact of the gold rushes (hinterland) on the development of 'Marvellous Melbourne'

Key people, events and ideas in the development of Australian self-government and democracy, including, the role of founders, key features of constitutional development, the importance of British and Western influences in the formation of Australia's system of government and women's voting rights (ACDSEH091)



- explaining the factors that contributed to federation and the development of democracy in Australia, including the role of key individuals, defence concerns, the 1890s depression, nationalist ideals and egalitarianism
- examining the key features of and British and Western influences on Australia's system of government including the Westminster System and Federalism
- investigating the factors that led to the *Commonwealth Franchise Act 1902*, which enabled women to vote and stand for election for the federal Parliament

Laws made by federal Parliament between 1901-1914 including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092)



- investigating how the major social legislation of the new Federal Government affected living and working conditions in Australia (for example, invalid and old-age pensions and the maternity allowance scheme)
- creating a timeline of major social legislation passed by federal Parliament between 1901 and 1914

3 World War I (1914-1918)

Elaborations

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

World War I (1914-1918)

An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)



- investigating the rise of nationalist sentiment as well as the values and attitudes towards war in the period 1750–1918 (for example, idealistic notions of war; sense of adventure)

The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)



- identifying the places where Australians fought, including Fromelles, the Somme, Gallipoli, Sinai and Palestine
- using sources to investigate the fighting at Gallipoli, the difficulties of trench warfare, and the use of tanks, aeroplanes and chemical weapons (gas)
- exploring the experiences of Aboriginal and Torres Strait Islander people during the war



The impact of World War I, with a particular emphasis on Australia including the changing role of women (ACDSEH096)



- graphing the proportion of Australian servicemen who died during World War I, compared to that of other countries involved in the war
- investigating examples of the war's impact on Australia's economy and society (for example, the development of the steel industry in Newcastle and the implementation of the War Precautions Act)
- identifying the groups who opposed conscription (for example, trade unionists, Irish Catholics) and the grounds for their objections
- studying the first and second referenda on conscription, including the division within the Labor Party over this issue
- explaining the treatment of people of German descent during the war (for example, their classification as 'enemy aliens' and placement in internment camps, as well as their depiction in government propaganda)
- investigating the short- and long-term impact of World War I on the role of women in Australia

The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097)



- investigating the ideals associated with the Anzac tradition and how and why World War I is commemorated within Australian society

Historical Skills

Chronology, terms and concepts

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)



Elaborations

- representing the relationship between events in different times and places using interactive timelines
- placing key events in sequence (for example, the Boer War, 1899–1902; World War I, 1914–1918), and identifying parts of the world that were involved in, or affected by, those events

Use historical terms and concepts (ACHHS165)



- discussing the contestability of particular historical terms such as 'settlement', 'invasion' and 'colonisation' in the context of Australia's history
- defining and using concepts such as 'imperialism', 'nationalism', 'evolution', 'evidence'











Historical questions and research

Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)



Elaborations

- developing questions about aspects of the past that require historical argument
- assembling, as part of the planning process, a range of sources that would be useful for researching the causes of World War I

<p>Evaluate and enhance these questions (ACHHS167)</p> 	<ul style="list-style-type: none"> developing an inquiry question such as: 'What were the effects of the Industrial Revolution?' and refining it as further factors are introduced into the research process
<p>Identify and locate relevant sources, using ICT and other methods (ACHHS168)</p> 	<ul style="list-style-type: none"> locating historical sources from archives, museums and online collections
Analysis and use of sources	Elaborations
<p>Identify the origin, purpose and context of primary and secondary sources (ACHHS169)</p> 	<ul style="list-style-type: none"> explaining the contextual significance of a source, such as Frank Hurley's World War I photos, and identifying the purpose of Hurley's creation of composite photos
<p>Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)</p> 	<ul style="list-style-type: none"> graphing historical data to identify past trends and to draw conclusions about their significance (for example, the proportion of Australian servicemen who returned from World War I, and the 'lost generations' in the years after the war)
<p>Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)</p> 	<ul style="list-style-type: none"> understanding that the reliability and usefulness of a source depends on the questions asked of it (for example, an account may be one-sided; however, it may still be useful in revealing past prevailing attitudes)
Perspectives and interpretations	Elaborations
<p>Identify and analyse the perspectives of people from the past (ACHHS172)</p> 	<ul style="list-style-type: none"> investigating the role of human agency in historical events and developments analysing the accounts of poets such as William Blake ('dark Satanic mills') and novelists such as Charles Dickens (<i>Oliver Twist</i>, <i>Bleak House</i>) as sources of information on living conditions in England during the Industrial Revolution
<p>Identify and analyse different historical interpretations (including their own) (ACHHS173)</p> 	<ul style="list-style-type: none"> recognising that historical interpretations may be provisional examining different accounts of eighteenth-century journeys to Australia (for example, ships' logs; diaries; recorded testimonies of male and female convicts, and officers; and explaining the variations in perspective which can lead to different historical interpretations
Explanation and communication	Elaborations
<p>Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)</p> 	<ul style="list-style-type: none"> developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available

Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)



- using online conferencing and other forms of ICT to discuss historical questions and issues
- creating a travel brochure (incorporating written text and graphics) to advertise the achievements and opportunities available to an immigrant to nineteenth-century Brisbane

Year 9 Achievement Standard

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Glossary

AD

A part of a dating system, an abbreviation of 'anno Domini', meaning 'in the year of our Lord'; the years after the birth of Christ.

ancient

As defined in the Australian Curriculum: History, the ancient period covers history from the development of early human communities (from 60 000 BCE) to the end of late antiquity (around 650 CE).

Anzac Day

A national remembrance in Australia for the troops that fought at Gallipoli in Turkey (April–December 1915) during World War I, and for Australians who have fought in subsequent conflicts. The acronym ANZAC refers to the Australian and New Zealand Army Corps (ANZAC).

artefact

Something made or shaped by humans for their use, such as a stone tool, a metal sword, a letter, a plastic toy, usually of historical interest.

Asia

As defined in the Australian Curriculum: History, *Asia* refers to the territorial area that extends from the western border of Pakistan, to the northern border of Mongolia, the eastern border of Japan, and to the southern border of Indonesia.

BCE

An abbreviation of 'before the Common Era'. It is the same dating system as the traditionally used BC, meaning 'before Christ'. Historical dates before the birth of Christ are classified as BCE. There is no year zero in this dating system, so the year CE 1 immediately follows the year 1 BCE. Also see CE.

cause and effect

Used by historians to identify chains of events and *developments* over time, short-term and long-term.

CE

An abbreviation of 'Common Era'. It is the same dating system as the traditionally used *AD*, short for the Latin phrase *anno Domini*, 'in the year of our Lord'. Historical dates after the birth of Christ are classified as CE. There is no year zero in this dating system, so the year *CE* 1 immediately follows the year 1 *BCE*. Also see *BCE*.

chronology

A study of time. In history, *chronology* involves an arrangement of events in order, as in a timeline.

citizenship

An identifiable body of knowledge, understanding and skills relating to the organisation and working of society, including a country's political and social heritage, democratic processes, government, public administration and judicial systems.

concept

Any general notion or idea that is used to develop an understanding of the past, such as concepts related to the process of *historical inquiry* (for example, evidence, continuity and change, perspectives, significance) and concepts that are culturally significant to Aboriginal and Torres Strait Islander Peoples, such as *Country/Place*.

contestability

An inescapable characteristic of history that occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of *evidence* or different *perspectives*.

continuity and change

Are both evident in any given period of time and apply to the material and immaterial world, continuities being aspects of the past that remain(ed) the same over certain periods of time.

Country/Place

In the Australian Curriculum, *Country* in this instance refers to a *space* mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a *space* with varying degrees of spirituality.

Place (as it pertains in *Country/Place*) is a *space* mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.

culture

A body of beliefs, attitudes, skills and tools by which communities structure their lives and interact with their environments.

democracy

A form of government where a decision-making power is vested in the people. In a democracy, the people or their elected representatives determine policy and/or laws. Equality of rights is a principle of democracy.

demography

A study of characteristics of human populations, such as size, age profile and life expectancy.

depth study

As described in the Australian Curriculum: History, a detailed study of specific aspects of a historical period, for example, a particular society, event, movement or *development*. It gives students an opportunity to develop and apply concepts and skills of *historical inquiry*. A *depth study* commonly employs investigation of a range of *sources*, and may include site and museum visits.

development

Economic, social and political changes that improve the wellbeing of people.

digital media

Data generated in a computer, that is, digital audio, digital video, the World Wide Web and other technologies.

empathy

As defined in the Australian Curriculum: History, engaging with past thought and feelings through a *historical inquiry*.

empire

An extensive group of states or countries ruled over by a single monarch, or a sovereign state, which exercises political, economic and cultural rule or control over the people within, such as the Roman Empire and the British Empire.

ethical protocols

Involves an application of fundamental ethical principles when undertaking research and collecting information from *primarysources* and *secondarysources*, for example, confidentiality, informed consent, citation and integrity of data.

evidence

What can be learnt from a historical *source* to help construct a historical *narrative*. Also see *primary source* and *secondary source*.

Harmony Day

A national day, held in Australia, which celebrates Australia's cultural diversity and promotes intercultural understanding and peace.

historical inquiry

A process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing *sources* and using *evidence* from *sources* to develop an informed explanation about the past.

imperialism

A process whereby rule or control is established and maintained over other peoples and nations.

industrialism

An introduction of machinery to produce large quantities of goods using fuel-based technology. *Industrialisation* involves a division of labour and a development of factories and cities.

interpretation

An explanation of the past, for example, about a specific person, event or *development*. There may be more than one interpretation of a particular aspect of the past because historians may have used different *sources*, asked different questions and held different points of view about the topic.

liberalism

A political philosophy or world view founded on ideas of liberty and equality.

medieval

A term used to describe the period of history between the end of the Roman Empire in the West in the fifth century *CE* to the end of the Renaissance around 1500 *CE*.

modern

A term used to describe the period of history from the beginning of the Industrial Revolution around 1750 *CE* to the present.

narrative

In history, a way of making sense of the past based on a selection of events. There are different types of *narrative* such as accounts of the past that relate a story (for example, personal, fictitious) and historical recounts (for example, the course of events during the Second World War).

nationalism

Loyalty and devotion of a person to their nation and *culture*.

native title

The name given by the High Court of Australia to Indigenous property rights recognised by the court in the *Mabo* judgement (3 June 1992). The *Mabo* judgement overthrew the concept of *terra nullius* – that the land of Australia had belonged to no-one when the British arrived in 1788.

oral histories

People's spoken recollections of the past, sometimes recorded through an audio or video interviews.

overview

As described in the Australian Curriculum: History, a conceptual and chronological framework for understanding a particular historical period. It can consist of key features, events, *developments* and broad patterns of historical change. An overview provides a context for a *depth study*.

perspective

In humanities and social sciences, a world view or a set of ideas or beliefs that guide actions. *Perspectives* draw on a person's or group's age, gender experiences, cultural or religious background, ideologies and/or intellectual contexts, which influence their world view and inform their opinions, values, and actions. Two types of perspective can be considered: those 'of' people, and perspectives 'on' events and phenomena of the past and present. Also see *point of view*.

point of view

Looking at someone or something from a location or position. In the Australian Curriculum: Humanities and Social Sciences, an individual's view about a particular person, event or phenomena, which may be irrational and/or immediately sensed, or deeply considered and reflective. Also see *perspective*.

primary sources

In history, objects and documents created or written during the time being investigated, for example, during an event or very soon after. Examples of *primary sources* include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs; film, documentaries, artefacts, and oral histories. These original, firsthand accounts are analysed by a historian to answer questions about the past.

quantitative

Measuring or being measured and expressed in numerical terms, for example, the number of women who arrived on the First Fleet; the proportion of Australian soldiers who died in World War I; radiocarbon dating of an ancient site.

religion

An organised system of human values, which recognises spiritual or transcendent dimensions in life.

secondary sources

In history, accounts about the past that were created after the time being investigated, and which often use or refer to *primary sources* and present a particular interpretation. Examples of *secondary sources* include writings of historians, encyclopaedia, documentaries, history textbooks and websites.

significance

Pertaining to events, periods, *developments*, *perspectives* and ideas of the past, which are regarded as having important consequences, duration and relevance to the present, from the point of view of society or ordinary people when contextualised to larger events.

significant past

Those aspects of history that are of importance or significance for a nation or group when considering such issues as curricula, or research funding, or what should be emphasised in museums.

source

Any written or non-written material that can be used to investigate the past, for example, coins, photographs, letters, gravestones, buildings, transcripts. A source becomes '*evidence*' if it is of value to a particular inquiry.

sustainability

An ongoing capacity of an *environment* to maintain all life, whereby the *needs* of the present are met without compromising the ability of future generations to meet their *needs*.

term

In the Australian Curriculum: History, a word or phrase used to describe an abstract aspect or feature of the past (for example, colonisation, revolution, imperialism, democracy) and more specific features (for example, pyramid, gladiator, temple, rock shelter).

terra nullius

A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. The concept has been used to justify the colonisation of Australia. Also see *native title*.

Appendix 1.2

History: Sequence of content 7-10 (version 8.1)

Source: ACARA (2015f).

History: Sequence of content 7-10 *Strand: Knowledge and understanding*

	Year 7	Year 8	Year 9	Year 10
Year focus	The ancient world	The ancient to the modern world	The making of the modern world	The modern world and Australia
Key questions	<ul style="list-style-type: none"> • How do we know about the ancient past? • Why and where did the earliest societies develop? • What emerged as the defining characteristics of ancient societies? • What have been the legacies of ancient societies? 	<ul style="list-style-type: none"> • How did societies change from the end of the ancient period to the beginning of the modern age? • What key beliefs and values emerged and how did they influence societies? • What were the causes and effects of contact between societies in this period? • What significant people, groups and ideas from this period have influenced the world today? 	<ul style="list-style-type: none"> • What were the changing features of the movements of people from 1750 to 1918? • How did new ideas and technological developments contribute to change in this period? • What was the origin, development, significance and long-term impact of imperialism in this period? • What was the significance of World War I? 	<ul style="list-style-type: none"> • How did the nature of global conflict change during the twentieth century? • What were the consequences of World War II? • How did these consequences shape the modern world? • How was Australian society affected by other significant global events and changes in this period?
Overview	<p>Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:</p> <ul style="list-style-type: none"> • the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia (ACOKFH001) • the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002) • key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003) 	<p>Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:</p> <ul style="list-style-type: none"> • the transformation of the Roman world and the spread of Christianity and Islam (ACOKFH008) • key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKFH009) • the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment) (ACOKFH010) 	<p>Overview content for the making of the modern world includes the following:</p> <ul style="list-style-type: none"> • the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (ACOKFH016) • the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) (ACOKFH015) • the extent of European imperial expansion and different responses, including in the Asian region (ACOKFH017) • the emergence and nature of significant economic, social and political ideas in the period, including nationalism (ACOKFH019) 	<p>Overview content for the modern world and Australia includes the following:</p> <ul style="list-style-type: none"> • the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACOKFH018) • continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (ACOKFH021) • the major movements for rights and freedom in the world and the achievement of independence by former colonies (ACOKFH022) • the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War (ACOKFH023) • developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (ACOKFH024)

History: Sequence of content 7-10 *Strand: Knowledge and understanding*

	Year 7	Year 8	Year 9	Year 10
Content descriptions	<p><i>It is expected that ONE elective will be studied in detail:</i></p> <p>1. Investigating the ancient past</p> <ul style="list-style-type: none"> How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001) The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029) Methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (ACDSEH030) The nature of sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031) The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACDSEH148) 	<p><i>It is expected that ONE elective will be studied in detail:</i></p> <p>1. The Western and Islamic world</p> <p>Students investigate ONE of these societies/empires from the Western or Islamic world in depth: the Vikings, or Medieval Europe, or the Ottoman Empire, or Renaissance Italy</p> <ul style="list-style-type: none"> The Vikings (c.790 – c.1066) <ul style="list-style-type: none"> The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007) Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047) Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048) The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049) Medieval Europe (c.590-c.1500) <ul style="list-style-type: none"> The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008) Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050) 	<p><i>It is expected that ONE elective will be studied in detail:</i></p> <p>1. Making a better world?</p> <p>Students investigate how life changed in the period in depth through the study of ONE of these major developments: the Industrial Revolution or Movement of peoples or Progressive ideas and movements. The study includes the causes and effects of the development, and the Australian experience.</p> <ul style="list-style-type: none"> The Industrial Revolution (1750–1914) <ul style="list-style-type: none"> The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain and of Australia (ACDSEH017) The population movements and changing settlement patterns during this period (ACDSEH080) The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081) The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082) Progressive ideas and movements (1750–1918) <ul style="list-style-type: none"> The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism (ACDSEH019) 	<p><i>It is expected that ONE elective will be studied in detail:</i></p> <p>1. World War II (1939–1945)</p> <p>Students investigate wartime experiences through a study of World War II in depth. This includes a study of causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.</p> <ul style="list-style-type: none"> Overview of the causes and course of World War II (ACDSEH024) Examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107) Experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108) The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109) The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110)

History: Sequence of content 7-10 *Strand: Knowledge and understanding*

	Year 7	Year 8	Year 9	Year 10
		<ul style="list-style-type: none"> Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051) Dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052) Renaissance Italy (c.1400–c.1600) <ul style="list-style-type: none"> The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH010) Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning (ACDSEH056) Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples (ACDSEH057) The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli (ACDSEH058) The spread of Renaissance culture to the rest of Europe, and its legacy (ACDSEH059) 	<ul style="list-style-type: none"> Reasons why ONE key idea emerged and/or developed a following such as the influence of the Industrial Revolution on socialism (ACDSEH086) The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it, for example from workers, entrepreneurs, land owners, religious groups (ACDSEH087) The short and long-term impacts of ONE of these ideas on Australia and the world (ACDSEH088) 	

History: Sequence of content 7-10 *Strand: Knowledge and understanding*

	Year 7	Year 8	Year 9	Year 10
		<ul style="list-style-type: none"> • The Ottoman Empire (c.1299–c.1683) <ul style="list-style-type: none"> ◦ The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH009) ◦ Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD (CE), art and architecture (ACDSEH053) ◦ Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054) ◦ The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire (ACDSEH055) 	<ul style="list-style-type: none"> • Movement of peoples (1750–1901) <ul style="list-style-type: none"> ◦ The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation (ACDSEH018) ◦ Experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083) ◦ Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (ACDSEH084) ◦ The short and long-term impacts of the movement of peoples during this period (ACDSEH085) 	
	<p>2. The Mediterranean world - Egypt</p> <ul style="list-style-type: none"> ◦ Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002) ◦ Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032) ◦ Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033) 	<p>2. The Asia-Pacific world</p> <p>Students investigate ONE of these Asia-Pacific societies in depth: the Angkor/ Khmer Empire, or Shogunate Japan, or the Polynesian expansion across the Pacific.</p> <p>N.B. Where appropriate, this depth study may include some reference beyond the end of the period c.1750.</p> <ul style="list-style-type: none"> • Angkor/Khmer Empire (c.802–c.1431) <ul style="list-style-type: none"> ◦ The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king) (ACDSEH011) ◦ Reasons for Angkor’s rise to prominence, including wealth from trade and agriculture (ACDSEH060) 	<p>2. Australia and Asia</p> <p>Students investigate the history of Australia OR an Asian society in the period 1750–1918 in depth.</p> <ul style="list-style-type: none"> • Asia and the world <ul style="list-style-type: none"> ◦ Key features (social, cultural, economic, political) of ONE Asian society at the start of this period (ACDSEH093) ◦ Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) (ACDSEH094) ◦ The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism (ACDSEH142) 	<p>2. Rights and freedoms</p> <p>Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.</p> <ul style="list-style-type: none"> • Rights and freedoms (1945–the present) <ul style="list-style-type: none"> ◦ The origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration (ACDSEH023) ◦ Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)

History: Sequence of content 7-10 Strand: Knowledge and understanding

	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> • Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACDSEH034) • The role of a significant individual in ancient Egyptian history such as Hatshepsut or Ramses II (ACDSEH129) • Greece <ul style="list-style-type: none"> • Physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there (ACDSEH003) • Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035) • Significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH036) • Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars) (ACDSEH037) • The role of a significant individual in ancient Greek history such as Leonidas or Pericles (ACDSEH130) 	<ul style="list-style-type: none"> • Cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061) • Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062) • Cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061) • Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062) • Japan under the Shoguns (c.794–1867) <ul style="list-style-type: none"> • The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012) • The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade (ACDSEH063) • The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064) • Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065) 	<ul style="list-style-type: none"> • The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time (ACDSEH141) • Making a nation <ul style="list-style-type: none"> • The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (ACDSEH020) • Experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089) • Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090) • Key people, events and ideas in the development of Australian self-government and democracy, including the role of founders, key features of constitutional development, the importance of British and Western influences in the formation of Australia's system of government and women's voting rights (ACDSEH091) • Laws made by federal Parliament between 1901-1914 including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092) 	<ul style="list-style-type: none"> • The US civil rights movement and its influence on Australia (ACDSEH105) • The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106) • Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134) • The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143)

History: Sequence of content 7-10 *Strand: Knowledge and understanding*

	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> • Rome <ul style="list-style-type: none"> • Physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there (ACDSEH004) • Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion (ACDSEH038) • Significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH039) • Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs (ACDSEH040) • The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus (ACDSEH131) 	<ul style="list-style-type: none"> • The Polynesian expansion across the Pacific (c.700–1756) <ul style="list-style-type: none"> • Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013) • The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) (ACDSEH066) • Cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067) • The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees (ACDSEH068) 		
	<p>3. The Asian world Students investigate ONE of these Asian societies in depth: China or India</p> <ul style="list-style-type: none"> • India <ul style="list-style-type: none"> • Physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (ACDSEH006) 	<p>3. Expanding contacts Students investigate ONE of the following historical developments in depth to explore the interaction of societies in this period: the Mongol expansion or the Black Death in Africa, Asia and Europe or the Spanish conquest of the Aztecs and Incas.</p> <ul style="list-style-type: none"> • Mongol expansion (c.1206–c.1368) <ul style="list-style-type: none"> • The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014) 	<p>3. World War I Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.</p> <ul style="list-style-type: none"> • World War I (1914–1918) <ul style="list-style-type: none"> • An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021) 	<p>3. The globalising world Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century. Students study ONE of these electives: popular culture, or the environment movement, or migration experiences.</p>

History: Sequence of content 7-10 *Strand: Knowledge and understanding*

	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> Roles of key groups in Indian society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and religion (ACDSEH044) <p>Significant beliefs, values and practices of Indian society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH045)</p> <ul style="list-style-type: none"> Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs (ACDSEH046) The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka (ACDSEH133) <p>China</p> <ul style="list-style-type: none"> Physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005) Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion (ACDSEH041) Significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH042) 	<ul style="list-style-type: none"> The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077) The extent of the Mongol expansion as one of the largest land empires in history (ACDSEH078) The consequences of the Mongol expansion, including its impact on life in China during and after the Mongol conquest and contributions to European knowledge and trade routes (ACDSEH079) <p>The Black Death in Asia, Europe and Africa (14th century plague)</p> <ul style="list-style-type: none"> Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015) The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069) 	<ul style="list-style-type: none"> The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095) The impact of World War I, with a particular emphasis on Australia including the changing role of women (ACDSEH096) The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097) 	<p>Popular culture (1945–present)</p> <ul style="list-style-type: none"> The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027) Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll (ACDSEH121) Changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) (ACDSEH122) Australia's contribution to international popular culture (music, film, television, sport) (ACDSEH123) Continuity and change in beliefs and values that have influenced the Australian way of life (ACDSEH149) <p>The environment movement (1960s–present)</p> <ul style="list-style-type: none"> The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia (ACDSEH028) The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (ACDSEH125) The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment including the concept of 'sustainability' (ACDSEH126)

History: Sequence of content 7-10 *Strand: Knowledge and understanding*

	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> • Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs (ACDSEH043) • The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang (ACDSEH132) 	<ul style="list-style-type: none"> • Causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070) • The immediate and long term effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071) • The Spanish conquest of the Americas (c.1492–c.1572) <ul style="list-style-type: none"> • Pre-Columbian life in the Americas, including social organisation, city life and beliefs (ACDSEH016) • When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073) • The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074) • The immediate and long-term effects of the conquest on the Aztecs OR Incas as well as on the wider world (ACDSEH075) 		<ul style="list-style-type: none"> • Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia’s Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998 (ACDSEH127) • Responses of governments, including the Australian Government, and international organisations to environmental threats since the 1960s, including deforestation and climate change (ACDSEH128) • Migration experiences (1945–present) <ul style="list-style-type: none"> • The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144) • The impact of changing government policies on Australia’s migration patterns, including abolition of the White Australia Policy, ‘Populate or Perish’ (ACDSEH145) • The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees (ACDSEH146) • The contribution of migration to Australia’s changing identity as a nation and to its international relationships (ACDSEH147)

History: Sequence of content 7-10 *Strand: Skills*

Sub-strand	Year 7	Year 8	Year 9	Year 10
Chronology, terms and concepts	<ul style="list-style-type: none"> • Sequence historical events, developments and periods (ACHHS205) & (ACHHS148) • Use historical terms and concepts (ACHHS206) & (ACHHS149) 		<ul style="list-style-type: none"> • Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164) & (ACHHS182) • Use historical terms and concepts (ACHHS165) & (ACHHS183) 	
Historical questions and research	<ul style="list-style-type: none"> • Identify a range of questions about the past to inform a historical inquiry (ACHHS207) & (ACHHS150) • Identify and locate relevant sources, using ICT and other methods (ACHHS208) & (ACHHS151) 		<ul style="list-style-type: none"> • Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166) & (ACHHS184) • Evaluate and enhance these questions (ACHHS167) & (ACHHS185) • Identify and locate relevant sources, using ICT and other methods (ACHHS168) & (ACHHS186) 	
Analysis and use of sources	<ul style="list-style-type: none"> • Identify the origin and purpose of primary and secondary sources (ACHHS209) & (ACHHS152) • Locate, compare, select and use information from a range of sources as evidence (ACHHS210) & (ACHHS153) • Draw conclusions about the usefulness of sources (ACHHS211) & (ACHHS154) 		<ul style="list-style-type: none"> • Identify the origin, purpose and context of primary and secondary sources (ACHHS169) & (ACHHS187) • Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170) & (ACHHS188) • Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171) & (ACHHS189) 	
Perspectives and interpretations	<ul style="list-style-type: none"> • Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212) & (ACHHS155) 		<ul style="list-style-type: none"> • Identify and analyse the perspectives of people from the past (ACHHS172) & (ACHHS190) • Identify and analyse different historical interpretations (including their own) (ACHHS173) & (ACHHS191) 	
Explanation and communication	<ul style="list-style-type: none"> • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213) & (ACHHS156) • Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214) & (ACHHS157) 		<ul style="list-style-type: none"> • Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174) & (ACHHS192) • Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175) & (ACHHS193) 	

Appendix 1.3

History: Sequence of achievement 7-10 (version 8.1)

Source: ACARA (n.d.d.).

History: Sequence of achievement 7-10

Achievement Standard	Year 7	Year 8
	<p>By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.</p> <p>Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.</p>	<p>By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.</p> <p>Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame a historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.</p>

Achievement Standard	Year 9	Year 10
	<p>By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.</p> <p>Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.</p>	<p>By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.</p> <p>Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame a historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.</p>

Appendix 1.4

State and Territory Implementation of the F-10 Australian Curriculum

Source: ACARA (2014b).

State and Territory Implementation of the Foundation to Year 10 Australian Curriculum

(Updated July 2014)

The information in the table below has been provided by the relevant state or territory curriculum or school authority. More detailed information should be sourced from the relevant state and territory curriculum or school authority.

AUSTRALIAN CAPITAL TERRITORY (<i>including all sectors</i>)	
2011	<ul style="list-style-type: none"> Familiarisation with phase 1 <i>Australian Curriculum</i> subjects. Whole-school planning for the <i>Australian Curriculum</i>, including professional development. Bridging document developed to transition ACT Curriculum Framework <i>Every Chance to Learn</i> to the <i>Australian Curriculum</i>.
2012	<ul style="list-style-type: none"> English and Science taught in primary schools. English, Mathematics, Science and History taught in years 7, 8, and 9. English, Mathematics and Science taught in year 10. Professional development for all phase 1 subjects, including pedagogy and assessment practices. Lead Schools provided professional development and exemplar units of work based on the <i>Australian Curriculum</i>.
2013	<ul style="list-style-type: none"> English, Science, History, Mathematics taught in years K–10. Assessment and reporting based on achievement standards and use of annotated work samples K–9. Professional development provided to establish consistent assessment and reporting practices.
2014	<ul style="list-style-type: none"> Commence familiarisation with Geography and the Arts.
2015	<ul style="list-style-type: none"> Commence familiarisation with Languages, Civics and Citizenship, Economics and Business, Technologies, Health and Physical Education and Work Studies
2016	<ul style="list-style-type: none"> Consolidate teaching of all <i>Australian Curriculum</i> subjects
2017	<ul style="list-style-type: none"> Full implementation of <i>Australian Curriculum</i> K–10.

NEW SOUTH WALES (including all sectors)*

2011	<ul style="list-style-type: none"> • The NSW Minister announced that implementation will be delayed until 2014. The Official Board of Studies Notice indicated that in NSW new K-10 syllabuses were being developed for English, mathematics, science and history which were not required to be taught before 2014. • The Board of Studies continued its development of syllabuses that gave expression in the NSW style to the Australian Curriculum content descriptions. • The Board of Studies sought the views of teachers on draft syllabuses for Foundation to Year 10 English, mathematics, science and history with consultation continuing as the syllabuses are redrafted. • Information forums were held.
2012	<ul style="list-style-type: none"> • Existing NSW K-12 syllabuses were used for 2012. • A joint memorandum on the implementation schedule of the new syllabuses was released on 31 July 2012. • The new K-10 syllabuses will be available by the end of September 2012.
2013	<ul style="list-style-type: none"> • Professional development for teachers commenced. • This is a year for familiarisation and planning. • Schools will not be required to teach new syllabuses before 2014. • In the year preceding the adoption of the new syllabuses, schools will need to have prepared a plan for implementation.
2014	<ul style="list-style-type: none"> • The NSW K-10 English, Mathematics, Science and History syllabuses incorporating Australian curriculum start being taught according to the implementation schedule. A copy of the schedule is available on BOSTES website http://syllabus.bos.nsw.edu.au/about/#implementation
2015	<ul style="list-style-type: none"> • Second year of implementation schedule for NSW K-10 English, Mathematics, Science and History syllabuses incorporating Australian curriculum.
2016	<ul style="list-style-type: none"> • Third year of implementation schedule for NSW K-10 English, Mathematics, Science and History syllabuses incorporating Australian curriculum.

* BOSTES is responsible for developing, in close consultation with teachers and other stakeholders, the mandatory curriculum, K–12, to be taught in NSW schools. Teachers and administrators from all NSW school sectors need to refer to communication and advice from BOSTES when planning their teaching programs based on BOSTES syllabuses.

NORTHERN TERRITORY (including all sectors)

<p>2011</p>	<ul style="list-style-type: none"> • Twenty-two schools piloted the Australian Curriculum in English (16 schools), mathematics (18 schools), science (5 schools) and history (7-10 at 6 schools) with an advisory group monitoring during the pilots. • Planning workshops were held. A mapping and gap analysis was published to support teachers. • A <i>Getting Started</i> package of materials was supported by regional professional learning workshops for curriculum leaders. • <i>Teaching/ Leading for Learning with the Australian Curriculum</i> support packages were available to assist teachers to plan, teach, monitor and assess for student learning using the online Australian Curriculum with school leaders developing a whole-school approach to implementation. • Governance – cross-sectoral advisory group met regularly.
<p>2012</p>	<ul style="list-style-type: none"> • English and mathematics will be taught in classrooms in all schools from Semester 2. • A pilot of the Australian Curriculum and Early Years Learning Framework (EYLF) will be undertaken in NT schools. • Piloting will continue with Australian Curriculum: science and professional learning networks established for history. • Schools will be supported to become familiar with the Foundation to Year 10 science and history learning areas. • A series of professional learning modules on assessing Australian Curriculum mathematics and English developed and implemented. • A series of professional learning modules developed to support schools to prepare to implement science and history. • DET schools have access to Queensland developed 'Curriculum into the Classroom' materials for English and mathematics including whole of school curriculum and assessment plans and unit plans.
<p>2013</p>	<ul style="list-style-type: none"> • Science and History will be taught in classrooms in all schools from Semester 2. • DET schools have access to Queensland developed 'Curriculum into the Classroom' materials for English, mathematics and science including whole of school curriculum and assessment plans and unit plans. • Professional learning modules developed to support teachers to integrate the general capabilities and cross-curriculum priorities into their teaching. • Dedicated learning area pages developed in the Department's portal, Learning Links. These learning area pages provide information, teaching resources, web links to support teachers using the Australian Curriculum English, mathematics, history, science and geography. • Multiple year level materials for English, mathematics, science and history were developed to support teachers.
<p>2014</p>	<ul style="list-style-type: none"> • English, mathematics, science and history will be taught in classrooms across all levels to Year 10 using the Australian Curriculum. • Implementation advice for geography (including a dedicated geography page on Learning Links) has been provided to schools. While schools are not required to commence teaching geography until beginning 2015, they may choose to commence using the curriculum if they wish. • Development of professional learning and resources regarding connecting learning across learning areas and subjects is a major focus.

2015	<ul style="list-style-type: none"> • Geography will be implemented in all schools from Transition to Year 10 from Semester 1.
2016	<ul style="list-style-type: none"> • The implementation timelines for the Northern Territory for health and physical education, technologies, economics and business, civics and citizenship and the arts will depend on when these learning areas/subjects receive final endorsement.
QUEENSLAND (including all sectors)	
2011	<ul style="list-style-type: none"> • Teachers became familiar with the Foundation to Year 10 English, mathematics and science curricula by auditing and reviewing current programs and engaging with targeted professional development. • Discipline-specific teacher professional development was provided in English, mathematics and science followed by history. • Individual schools ran trials in some learning areas and levels. • The Queensland Studies Authority undertook curriculum mapping and developed curriculum resources (including bridging materials to current QSA curricula). Subject specific and whole of curriculum briefings were available. • Education Queensland developed a 'Curriculum to Classroom' project that included online provision through the intranet of whole of school curriculum and assessment plans, unit plans and lesson plans. • Governance- cross-sectoral monthly meetings of CEOs were held to plan implementation.
2012	<ul style="list-style-type: none"> • English, mathematics and science will be taught in classrooms across Foundation (Prep) to Year 10 using the Australian Curriculum. • Teachers become familiar with the new Foundation to Year 10 history curriculum. • Discipline-specific teacher professional development provided in history. • Teacher professional development on operationalizing the Australian Curriculum achievement standards and assessment and reporting for English, mathematics, science and history.
2013	<ul style="list-style-type: none"> • English, mathematics, science and history will be taught in classrooms across Foundation (Prep) to Year 10 using the Australian Curriculum.
2014	<ul style="list-style-type: none"> • English, mathematics, science and history will be taught in classrooms across all Foundation (Prep) to Year 10 using the Australian Curriculum. • Begin implementation of Foundation (Prep) to Year 10 geography.
2015	<ul style="list-style-type: none"> • Implement remaining learning areas/subjects by 2016.
2016	<ul style="list-style-type: none"> • Implement remaining learning areas/subjects by 2016.

SOUTH AUSTRALIA (Catholic Schools)

2011	<ul style="list-style-type: none"> Schools had the flexibility to design their own timelines for the implementation of Foundation to Year 10 Australian Curriculum. A professional development consultancy service was provided to schools.
2012	<ul style="list-style-type: none"> A consultancy service will be provided to schools for professional development.
2013	<ul style="list-style-type: none"> English, mathematics, science and history will be taught in classrooms across all levels to Year 9 using the Australian Curriculum by the end of 2013.
2014	<ul style="list-style-type: none"> All four phase 1 learning areas will be taught in classrooms across all levels to Year 9 using the Australian Curriculum and possibly in Year 10.
2015	<i>To be advised.</i>
2016	<i>To be advised.</i>

SOUTH AUSTRALIA (Government Schools)

2011	<ul style="list-style-type: none"> This was a familiarisation year for secondary since their main focus was on the second year of implementation of the new South Australian Certificate of Education. Consultation supported the notion that primary implementation will be phased with mathematics and science implemented by 2012 and English and history by 2013. Teachers had access to professional learning and support through workshops and online resources. (Science Connections and mathematics workshops, based on the Australian Curriculum were available for primary teachers.) Governance - the three sectors met regularly to coordinate and share plans, but each worked towards its own objectives.
2012	<ul style="list-style-type: none"> Teachers will plan, teach, assess and report using the Australian curriculum (content and achievement standards) in mathematics and science in primary schools. There will be continuing professional development support for primary mathematics and science, pedagogical approaches, use of the achievement standards and digital learning. This will be a familiarisation year for secondary schools for Years 8 to 10.
2013	<ul style="list-style-type: none"> Teachers will plan, teach, assess and report using the Australian curriculum (content and achievement standards) in English, mathematics, science and history in primary schools. English, mathematics, science and history will be taught in classrooms in Year 8. This includes planning, teaching, assessing and reporting using the Australian Curriculum.

	<ul style="list-style-type: none"> To ensure a seamless transition to the new Australian Curriculum, enabling students who have commenced learning the new curriculum to continue to do so throughout their school years, the curriculum will be implemented in remaining secondary school years in sequence. English, mathematics, science and history will be classrooms for Year 9 in either 2013 or 2014.
2014	<ul style="list-style-type: none"> Teachers Years F(R)-9 use the Australian Curriculum for English, mathematics, science and history to plan, teach, assess and report student learning. Teachers Years F(R)-7 becoming familiar with the arts, geography, economics and business, and civics and citizenship. Teachers Years 8-10 becoming familiar with the arts, geography, economics and business, civics and citizenship, technologies, and health and physical education.
2015	<ul style="list-style-type: none"> Teachers Years F(R)-7 use the Australian Curriculum for English, mathematics, science, history, geography, economics and business, civics and citizenship, and the arts to plan, teach, assess and report student learning. Teachers Years 8-10 use all Australian Curriculum learning areas to plan, teach, assess and report student learning. Teachers Years F(R)-7 become familiar with technologies, and health and physical education.
2016	<ul style="list-style-type: none"> Teachers Years F(R)-10 use all Australian Curriculum learning areas to plan, teach, assess and report student learning.
2017	<ul style="list-style-type: none"> In exceptional circumstances eg concerning the teaching of languages, some schools may have approval to fully implement the F(R)-10 Australian Curriculum by the end of 2017.
2012-2016	<ul style="list-style-type: none"> Professional learning and support provided to leaders and teachers by Primary and Secondary Australian Curriculum Implementation Officers. Additional two student free days for each school each year. Ongoing development of online resources.
SOUTH AUSTRALIA (Independent Schools)	
2011	<ul style="list-style-type: none"> Curriculum mapping; familiarisation for English, mathematics, science and history was undertaken, though schools could choose to implement earlier. Teacher professional learning was available.
2012	<ul style="list-style-type: none"> English, mathematics and science will be taught in some classrooms. There will be ongoing familiarisation with history. Teacher professional learning will continue.
2013	<ul style="list-style-type: none"> English, mathematics, science and history will be taught in some classrooms. Teacher professional learning will continue.

	<ul style="list-style-type: none"> Full implementation involves teachers using the Australian Curriculum to plan, teach, assess and report on student achievement using the achievement standards.
2014	<ul style="list-style-type: none"> All four phase 1 learning areas will be taught in classrooms across all levels to Year 9 and possibly Year 10 depending on the development of the Australian Curriculum senior secondary being ready for implementation in 2015.
2015	<i>To be advised.</i>
2016	<i>To be advised.</i>
TASMANIA (Catholic Schools)	
2011	<ul style="list-style-type: none"> Teacher professional learning was available. Preparation was provided for all phase 1 learning areas.
2012	<ul style="list-style-type: none"> Full implementation with English, mathematics, science and history being taught in classrooms in all levels to Year 10.
2013	<ul style="list-style-type: none"> All four phase 1 learning areas will be taught in classrooms across all levels to Year 10 using the Australian Curriculum.
2014	<ul style="list-style-type: none"> All four phase 1 learning areas will be fully implemented across all levels to Year 10 using the Australian Curriculum. Geography will be taught in classrooms across all levels using the Australian Curriculum.
2015	<i>To be advised.</i>
2016	<i>To be advised.</i>
TASMANIA (Government Schools)	
2011	<ul style="list-style-type: none"> This was a preparation year for phase one subjects - English, mathematics and science. History was introduced. The three sectors worked together and shared plans.
2012	<ul style="list-style-type: none"> Full implementation of three learning areas with English, mathematics and science being taught in classrooms in all levels to Year 10.
2013	<ul style="list-style-type: none"> Full implementation of history. English, mathematics, science and history will be taught in classrooms across all levels to Year 10 using the Australian Curriculum.
2014	<ul style="list-style-type: none"> English, mathematics, science and history are taught in classrooms across all levels to Year 10 using the Australian Curriculum. Full implementation of geography by the end of the year. Trialling of health and physical education during the year.
2015	<i>To be determined.</i>
2016	<i>To be determined.</i>

TASMANIA (Independent Schools)

2011	<ul style="list-style-type: none"> Schools prepared for implementation from 2011 but at different levels and in varied contexts. Professional learning was available to prepare for English, mathematics, science and history. There was collaborative planning for English and mathematics across sectors.
2012	<ul style="list-style-type: none"> Continuing professional learning will be available to all schools. Implementation of English, mathematics, science and history with English, mathematics and science to be classrooms Foundation to Year 10 and supported by the 1ST Curriculum Project Officer.
2013	<ul style="list-style-type: none"> English, mathematics, science and history will be implemented and taught in classrooms Foundation to Year 10.
2014	<ul style="list-style-type: none"> English, mathematics, science and history are taught in classrooms across all levels to Year 10 using the Australian Curriculum. Implementation of geography by the end of the year. Trialling of health and physical education during the year.
2015	<i>To be determined.</i>
2016	<i>To be determined.</i>

VICTORIA (including all sectors)

2011	<ul style="list-style-type: none"> Professional development focused on whole school curriculum and assessment planning. AusVELS curriculum framework was developed. (AusVELS is a new single curriculum portal that integrates the Australian Curriculum in English, mathematics, science and history with the remaining state-based areas of the curriculum (the current VELS). The framework provides for the subsequent integration of the learning areas in the later phases of Australian Curriculum development and the other areas of the Australian Curriculum).
2012	<ul style="list-style-type: none"> Preparation and professional development in curriculum planning and assessment will be provided. A professional development program for principals will also be provided. Schools will have the opportunity to participate in a pilot Implementation program.
2013	<ul style="list-style-type: none"> Government and Catholic schools will use AusVELS for curriculum planning and assessment purposes, which includes the Australian Curriculum for English, mathematics, science and history for Years F-10. AusVELS will be available to all independent schools.
2014	<ul style="list-style-type: none"> Government and catholic schools will use AusVELS for curriculum planning and assessment purposes, which includes the Australian Curriculum for English, mathematics, science and history for years F-10. AusVELS will be available to all Independent schools.

	<ul style="list-style-type: none"> • At this stage, it is envisaged the second iteration of AusVELS will be released early in Term 3 for the purpose of school curriculum planning. The second iteration includes the full suite of learning areas and four general capabilities (critical and creative thinking, ethical understanding, personal and social capability, and intercultural understanding). • Curriculum Planning and Reporting Guidelines released. • Curriculum Planning website released to support school leadership teams to undertake whole school curriculum planning.
2015	<ul style="list-style-type: none"> • Initial implementation of new teaching and learning programs incorporating the full suite of learning areas and four general capabilities, to commence from the start of the school year, with full implementation to be in place in all government and Catholic schools from the start of 2017. • Reporting against the new achievement standards in these additional learning areas and general capabilities will be dependent upon the implementation timeline for each school. • AusVELS will be available to all Independent schools
2016	<ul style="list-style-type: none"> • Implementation of new teaching and learning programs incorporating the full suite of learning areas and four general capabilities continue with full implementation to be in place in all government and Catholic schools from the start of 2017. • Reporting against the new achievement standards in these additional learning areas and general capabilities will be dependent upon the implementation timeline for each school. • AusVELS will be available to all Independent schools.
2017	<ul style="list-style-type: none"> • Government and Catholic schools will use AusVELS (including all the learning areas and four general capabilities) for assessment and reporting purposes for Years F-10 • AusVELS will be available to all Independent schools.
WESTERN AUSTRALIA (including all sectors)	
2011	<ul style="list-style-type: none"> • There was no expectation of implementation for 2011. • Validation activities occurred in Terms 2 and 3. • All sectors provided professional learning and support for teachers to become familiar with the Australian Curriculum. • Further consultation occurred on the commencement of Implementation and an Implementation schedule.
2012	<ul style="list-style-type: none"> • During 2012 The School Curriculum and Standards Authority (SCSA) will develop the Western Australian Curriculum and Assessment Outline which will replace the existing WA Curriculum Framework. • The formal three-year implementation period commenced in July 2012. Schools, pre-primary (Foundation) to Year 10, have three years in which to fully implement the Australian Curriculum in English, mathematics, science and history. • Full implementation of phase 1, in July 2015, involves teachers using the Australian Curriculum to teach, assess and report on student achievement. • Schools will decide on their implementation schedule to achieve this goal.

	<ul style="list-style-type: none"> • During all stages of the implementation process the systems/sectors will continue to provide professional learning and support for teachers. Schools will continue to collaborate to make full use of the expertise distributed within and across school networks.
2013	<ul style="list-style-type: none"> • The SCSA will publish the Western Australian Curriculum and Assessment Outline which will provide schools with Western Australian guidelines and policy relating to implementation of the Australian Curriculum, Including reporting requirements. • Schools, pre-primary (Foundation) to Year 10 will continue to Implement the Australian Curriculum in English, mathematics, science and history.
2014	<ul style="list-style-type: none"> • Schools, Pre-primary (Foundation) to Year 10, will teach the curriculum in English, Mathematics, Science and History. • During 2014 the SCSA will, in consultation with teachers, be adapting content from the Australian Curriculum Phase 2 and 3 subjects/learning areas (The Arts, Health and Physical Education and Technologies) to suit Western Australian schools. History, Geography, Civics and Citizenship and Economics and Business will be reviewed to ensure a coherent Humanities and Social Sciences (HASS) learning area. • No timelines have been decided for implementation of the Australian curriculum for Languages in Western Australia.
2015	<ul style="list-style-type: none"> • Schools will report to parents on student achievement form Semester 1 in accordance with the <i>Western Australian Curriculum and Assessment Outline</i> reporting policy. As the Western Australian curriculum will not be available for all components of the Humanities and Social Science learning area, schools will have the discretion to report student achievement in History and/or the Humanities and Social Sciences until further clarification is provided by the Authority. • The Authority will begin development of support materials for Phase 2 and 3 subjects and learning areas based on the Western Australian adapted curriculum.
2016	<ul style="list-style-type: none"> • The Western Australian adapted curriculum for The Arts, Humanities and Social Sciences, Health and Physical Education and Technologies will be available to schools for familiarisation.

Appendix 1.5

Year 7 History Work Sample Portfolio Summary (Above Satisfactory)

Source: ACARA (2014a).

History

Year 7
Above satisfactory

WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students' achievement.

Each portfolio comprises a collection of students' work drawn from a range of assessment tasks. There is no pre-determined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: YEAR 7 HISTORY

This portfolio provides the following student work samples:

- Sample 1 Research report: Emperor of China
- Sample 2 Description: Letter
- Sample 3 Research report: Ancient wonder
- Sample 4 Written response: Ancient Rome

This portfolio of student work shows that the student can suggest specific reasons for change and continuity over time in relation to the legacy of ancient Rome the Banaue rice terraces in the Philippines (WS3, WS4). The student describes the effects of change on societies, individuals and groups (WS3). The student describes events and developments from the perspective of different people who lived at the time, including Emperor Qin Sin Huangdi (WS1). The student explains in detail the role of groups (WS3) and the significance of particular individuals in society, for example, peasants and emperors (WS1, WS2). The student identifies past events and developments that have been interpreted in different ways (WS4).

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History

Year 7

Above satisfactory

The student accurately sequences events and developments in relation to China's history within a chronological framework, using dating conventions to represent and measure time (WS1). When researching, the student develops questions to frame a historical inquiry into the life of Emperor Qin Sin Huangdi and peasants (WS1, WS2). The student identifies and selects a range of sources and locates, compares and uses information to answer inquiry questions (WS1, WS2). The student examines sources to explain points of view in China's society (WS1, WS2). When interpreting sources, the student identifies their origin and purpose (WS1, WS2). The student develops texts, particularly descriptions (WS2) and explanations (WS4), of how people lived in China and the legacies of the ancient Romans. In developing these texts and organising and presenting their findings, the student uses historical terms and concepts, incorporates relevant sources, and acknowledges their sources of information (WS2, WS3).

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Research report: Emperor of China

Year 7 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Summary of task

The student learnt about the social structure, family life, working life and role of religion within ancient China, including the exploration of different dynasties, emperors and the cause and nature of change in society. The focus for this task was on the Emperor Qin Shi Huangdi. The student learnt about methods of historical inquiry and the location of relevant sources.

The student undertook this task as part of their study of ancient China (Depth Study 3 – The Asian world).

The student was asked to:


- identify and locate relevant sources to gather historical information about Qin Shi Huangdi
- use their notes to create a timeline of Qin Shi Huangdi's life and a written account of his contribution to ancient China which reflected their understanding of the important historical information
- include a bibliography of the main sources used.

The student was given three class lessons and three homework sessions to complete the task.

Research report: Emperor of China

Who Was Shi Huangdi

Shi Huangdi was the first emperor of China born in Handan, China in 259BC. He was given the name Ying Zheng but after unifying China, changed it to Qin Shi Huangdi which means 'the first emperor'. He was a ruthless leader making harsh laws for people to follow. However, during his reign he made many changes and built an empire which has had a big influence on modern day China. Shi Huangdi died in 210BC at the age of 49.



Major achievements of Shi Huangdi.

Shi Huangdi unified his country and set about joining the great wall of China. To improve the transport system he had many roads waterways and bridges built. He built a well known terracotta army to protect him in his elaborate tomb which was built over 36 years. He reformed the legal system and introduced common standards for weights money, measurements and writing.

Annotations

Identifies Qin Shi Huangdi as a significant Emperor of China.

Recognises that leaders in the past have had a significant influence on present society.

Uses sources to provide a detailed account of the achievements of Qin Shi Huangdi and his significance.

Research report: Emperor of China

2

The Qin Dynasty

The Chin or Qin Dynasty, lasted 15 years, from 221BC through till 207BC. Many reforms happened in this important time which allowed china to develop. The dynasty began after china was unified and Shi Huangdi became emperor. The Chin Dynasty saw changes to both government, economy and culture. Unfortunately the dynasty only survived 3 years after Shi Huangdi died.

Shi Huangdi's family

King Zhang Xiang and his wife Zhao Ji are said to be his parents, though his blood father was said to be Lu Buwei who was the prime minister. Shi Huangdi became King when he was just 13 years old and Lu Buwei and Shi Huangdi's mother were his advisers. They acted against him and when found out were banished including forcing his father to kill himself. Shi Huangdi had many concubines and 40 children. Fusu was the first son in line for the throne but his brother Hu Tai tricked Fusu into taking his own life and Hu Tai became the second emperor. He was forced to cut his own throat, after murdering over 20 of his siblings only 3 years after becoming emperor. This ended the Qin dynasty.

Annotations

Uses dates to sequence the duration of the dynasty.

Uses headings to organise findings on aspects of the life of Qin Shi Huangdi.

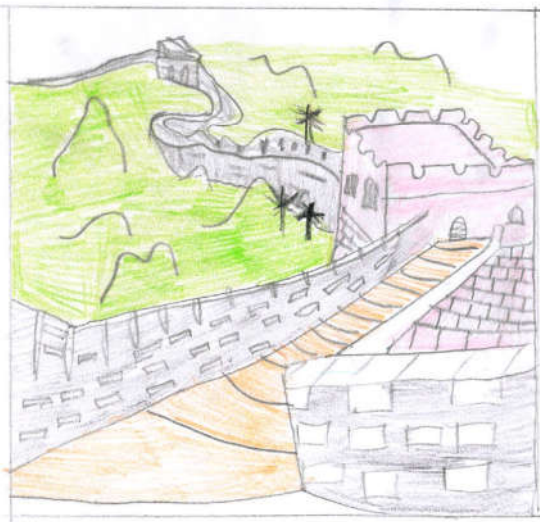
Research report: Emperor of China

Annotations

Explains the motives behind Qin Shi Huangdi's actions.

Shi Huangdi's obsession with immortality

Shi Huangdi had lots of enemies and he lived in constant fear for his life because of so many assassination attempts. He sent out hundreds to find elixirs of life in remote mountains and islands. Thousands of workers built him an underground palace where he could spend eternity guarded by 8000 terracotta warriors in an army.



History

Year 7
Above satisfactory

Research report: Emperor of China

Annotations

Creates a timeline of the important events in Qin Shi Huangdi's life.

Acknowledges sources used in answering questions.

Qin Shi Huangdi

Qin Shi Huangdi, First Chinese Emperor, 246 BC
 www.asianhistory.about.com/subjects/asia/leaders/qinshihuangdi.htm viewed August 2012
 Qin Shi Huang, First Emperor of China, 2012
 www.asianhistory.about.com/subjects/asia/leaders/qinshihuangdi.htm viewed August 2012
 Nathaniel Harris, 1999, History of Imperial China, Great Britain, Hamlyn
 Philip S, 1998, Step into the Chinese Empire, Lorenz Books, USA

259	Qin Shi Huangdi is born in Xianyang	246	Emperor Qin Shi Huangdi becomes ruler of Qin	221	Creates Qin dynasty unites China	221	becomes first emperor of China	220	Construction of Great Wall begins	217	First astronomical attempt	214	Construction of Lingzhi	213	Summit of Qin Shi Huangdi	210	Death of Qin Shi Huangdi	210-206	End of Qin dynasty
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www.asianhistory.about.com/subjects/asia/leaders/qinshihuangdi.htm viewed August 2012

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Description: Letter

Year 7 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Summary of task

The student learnt about the social structure, family life, working life and role of religion within ancient China, including the exploration of different dynasties, emperors and the cause and nature of change in society. The focus for this task was on the life of a peasant or a noble.

The student was asked to use sources to locate, compare and select information about a noble or a servant in relation to their housing, working life, clothing, recreation and family structure, and the role of women, trade and everyday living.

The student was given three class lessons and three homework sessions to complete the task.

History

Year 7

Above satisfactory

Description: Letter

Dear Tian,

My name is Cheng, I am 13 years old and I am a peasant. I live in China in Tibet. These past few months have been quite a ride, I have dug up so much rice and crops that my hands have so many blisters that they are puffy and red. However, I have to make the master happy.

I have so much dirt smudged on my hands, it is not coming off. My parents are so angry with me because I have used all the water supply for the week just trying to get it off.

My house is made out of bamboo, it only has one room and it is very tight and small. This house does get quite hot in the summer. In the winter, I move to the village because that house that we will be staying in is so much warmer. The winter house is made out of mud. I am only allowed in the village if I really need food because we live so close to other people around here it could be easier to get diseases and colds.

Sometimes I get quite bored because I only live with my brother, my father, my mother and my grandfather. My grandfather is the one in charge of our family because he is the oldest and next in charge is my father. My two sisters were sold to the nobles because they wanted girls to make clothes. In addition, to help the mother out because they did not have any girls, they only had three boys. The husband did not want to get divorced because he loved her but he was going to if they could not have male children.

Annotations

Identifies different points of view of people who lived at the time.

Describes the features of the house from the perspective of the peasant.

Sustains the voice of the peasant throughout the text in explaining the motives and actions of people of the time.

History

Year 7

Above satisfactory

Description: Letter

I get so tired walking up and down rice fields every day, my brother doesn't do much to help, and my dad is a bit sick now so I do most of it. I wish I could invent a machine that could do it for me, so I just have to steer it around. That is only in my dreams; but it could come true one day! The machines we actually are not like that they are waterwheels and iron plows which we have to push up and down the fields.

In a few years I will be getting married and starting a family of my own. I do not know whom I am going to get married to but I hope she is pretty and can have boys so they can help me on the farm. My father and grandfather already know whom I am going to get married to. When I ask who she is, they just say she is pretty and she will give me boys.

I hope she is a person who can make good clothes for me, that keep me warm in winter because the clothes that I am wearing now are not that warm. When I am inside, I walk around with an old cloth around me. My clothes are ripped and baggy and some are too small.

My mum makes my clothes out of hemp and cotton and she is good at it. She also makes clothes and gifts for the master. He is a nobleman and is much wealthier than we are. We have to pay him for letting us live on his land. We also pay him taxes then the left over crops we get to keep. We have to give him as much rice and crops that he needs and as much that his wife can make food for his family, so my mum can use

Annotations

Uses sources to describe the working and personal life of a peasant.

Explains the role of individuals in ancient China, that is of men and women.

Distinguishes between the life of a peasant and the life of a nobleman in a clear and articulate manner.

History

Year 7

Above satisfactory

Description: Letter

the rest for our food. We always have the same meal everyday which gets quite annoying but that is all we can afford so I guess I can't complain because there are other people in the world that don't get much food at all.

My interests are painting and drawing, I only do that when I can because my parents cannot afford it. Therefore, I get stuff from my sisters when I see them without their masters knowing.

I like helping my father pick the crops. So I know that I helped to supply the food so I can go to sleep at night saying I have done all I can to help my family out today.

Every night I pray to the gods of the harvest, Hou-Chi, so we can have good harvest and the crops grow. I also pray to the god of the rain and handcrafts, Chih-Nii, so my mum can make good clothes and she can use the right machines that help her do that, which the master supplies, and so the rain comes down every night to help our harvest grows.

Bye for now and I hope I can talk to you soon or see you one day.

From Cheng

Annotations

Uses unnamed sources to present a well-researched description of the life of a peasant.

Explains the significance of religion from the perspective of people at the time.

Research report: Ancient wonder

Year 7 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Summary of task

The student explored the engineering and aesthetic skill evident in some of the many Asian wonders that were built during ancient times (60,000 BC – c. 650 AD). The student undertook this as a part of their study of 'Investigating the ancient past' (Depth Study 1).

The student was asked to write a 500 – 700 word report on one Asian wonder for homework that included:

- physical features of the wonder
- when, where, why and who built the wonder
- headings and subheadings
- relevant picture, charts and timelines
- in-text and end-text references.

The student spent two one-hour lessons researching and planning their report.

Research report: Ancient wonder

Main points

Banuae Rice Terraces

For 2000 years now the Banuae rice Terraces has kept an interest of food from a land carved by its ancestors on a mountainside. The rice terraces were originally built as a means for local farmers to earn a living and support their families. The huge and amazing rice terrace covers around 4000 square miles and lies 5000 ft above sea level. This is the Filipino people's pride who have for decades considered it as the 8th man made wonder of the world. End to end the rice terraces would reach half way around the world. The Banuae Rice Terraces are also known as an ultimate engineering achievement.

Image of Rice Terraces

The ancestors of the indigenous people made these amazing rice terraces, they were made over 2000 years ago. It is commonly thought that the rice terraces were built with minimal equipment and largely by hand. The Banuae Rice Terraces are located in the remote areas of the Philippine Cordillera mountain range on the Northern island of Luzon.

Image of Rice Terraces

Annotations

Identifies reasons for the continuity of the Banaue terraces, for example, as an important agricultural site and as an engineering achievement.

Identifies the contribution of people in the past to the design and construction of the Banaue terraces, and its significance.

Research report: Ancient wonder

Physical features

The Banuae rice terraces are mainly green. It covers around 4000 square miles and lies 5000ft above sea level. The Banuae rice terraces are also in many layers.

Image of Rice
Terraces

The rice terraces has helped to create a landscape of great beauty that expresses the harmony between humankind and the environment. Also in the Banuae rice terraces are many hiking trails. This is one of the major attractions. It was not was until only 13 years ago (1995) that the Banuae rice terraces were declared a world heritage site by UNESCO.

Image of Rice
Terraces

Annotations

Uses headings to organise researched information.

Presents a well-researched response using unnamed sources to describe the contemporary significance of the Banaue terraces, that is its listing as a World Heritage Site.

Research report: Ancient wonder

Amount of workers

This Banuae rice terraces has been passed down from generation to generation for many centuries now. As well as the actual rice, terraces' being made by hand the farming is also done by hand.

Increasing numbers of young people are migrating toward urban areas in search of a far different future. With only a few left to work the fields according to the old ways, the future of the terraces is uncertain. Some 25 to 30 percent of the terraces are abandoned and beginning to deteriorate along with irrigation systems. Due to these concerns, the site was placed on the list of World Heritage in danger in 2001, and it is still here today.

Today a lot of tourists are visiting these terraces due to the many hiking trails and the gorgeous views of and from the terraces. The terraces are not being worked as much as a main source of income, but they are taken care of to bring tourists to the area.

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- www.nationalgeographic.com/travel/world-herritage/philippine-rice-terraces
- www.whc.unesco.org/en/list/722

Annotations

Provides reasons for change and continuity of the people and the land over time.

Acknowledges sources used in the investigation.

Written response: Ancient Rome

Year 7 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Summary of task

The student learnt about ancient Rome (Depth Study 2) and the legacies for modern society. The student focused on the difference between primary and secondary sources and used them to learn about:

- the physical features of ancient Rome
- Roman technology: for example, building methods, architecture, aqueducts
- discoveries at Pompeii and what they reveal about ancient Rome.

The student was asked to write a response as an end-of-unit in-class response to the following two statements:

1. Explain the ways Romans contributed to our world today.
2. Explain whether or not this statement is true:

‘The Romans used and adapted their environment to make life easier. They invented technology and methods of building which were ahead of their time.’

The student was able to refer to their work from the term and their planning for the responses to the questions.

Written response: Ancient Rome

Roman legacies

A legacy that ancient Rome left us was Government.

Government in Ancient Rome was the center or heart of how things were run. Their Government played the role of deciding how the communities and cities laws, taxes and defences were operated. Without the Roman Government Rome would have never been as successful. This legacy is important to us because without it there would be no one to make rules and run the country, we would be in Anarchy. I strongly think that people in the future would take Roman government as a legacy because of the way that we had kept nearly the exact same system. This tells us that people change through time but not by a lot.

Another legacy given to us by the Romans is law and order. This was made by the Roman Government around the time that Rome started. It played the role of punishing the guilty and releasing the innocent. This legacy is important to our communities now a days because it does the same things as the Roman law and order system but with more humanity. This legacy is important to us so we may be able to tell the guilty from the innocent and give punishments.

Annotations

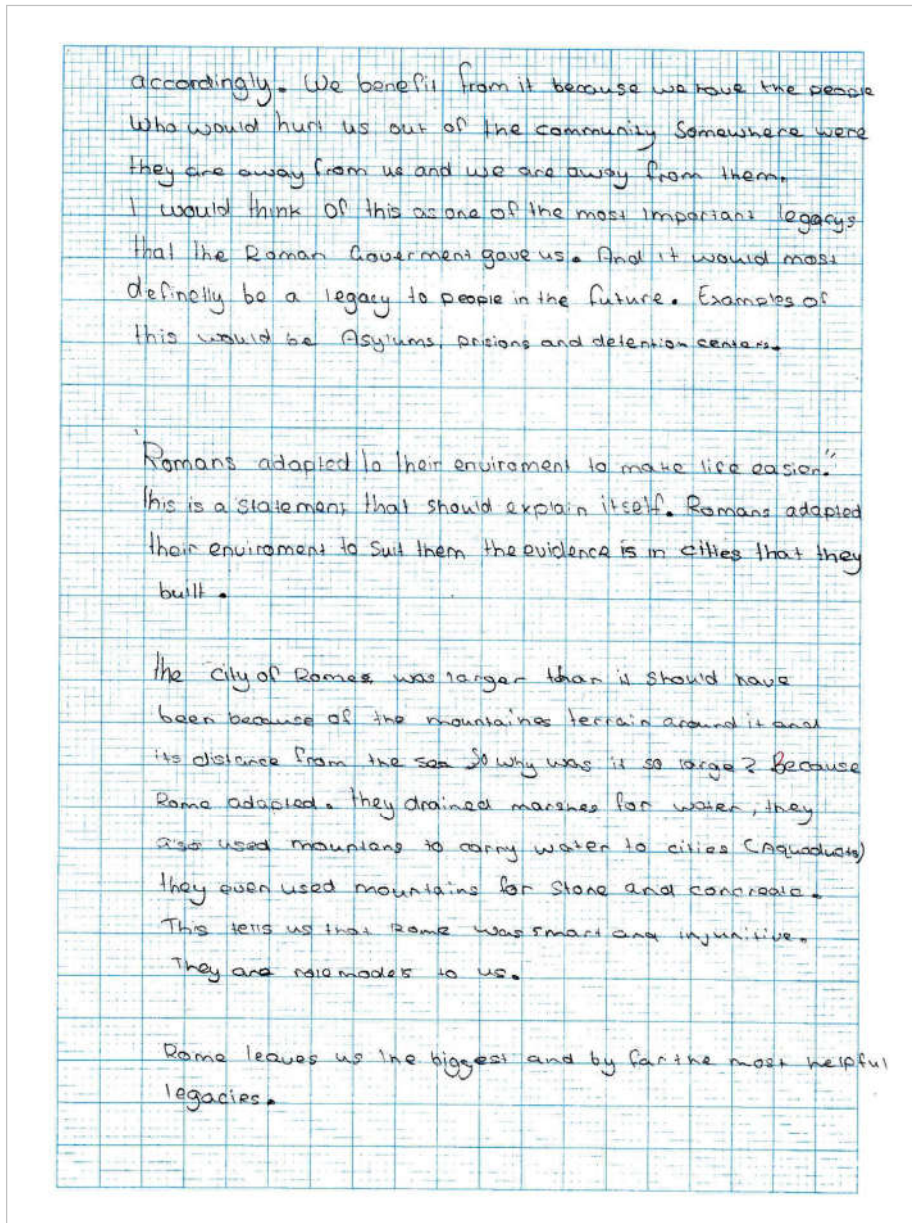
Describes the importance and role of government in the daily lives of individuals and groups in Roman times.

Suggests the legacy of the Roman government as a reason for continuity of government over time.

Uses unnamed sources and draws conclusions about how the way we lived in the past is similar to the way we live today.

Uses historical terms and concepts such as legacy, aqueducts and government.

Written response: Ancient Rome



Annotations

Considers the legacies of the past and interprets the way in which they still exist today.

Provides an explanation for how ancient Rome developed in response to the environment.

Appendix 1.6

Year 8 History Work Sample Portfolio Summary (Satisfactory)

Source: ACARA (2014a).

WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students' achievement.

Each portfolio comprises a collection of students' work drawn from a range of assessment tasks. There is no pre-determined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: YEAR 8 HISTORY

This portfolio provides the following student work samples:

Sample 1	Explanation: Castles
Sample 2	Comparison: Knights and samurai
Sample 3	Source analysis: Bayeux tapestry
Sample 4	Source analysis: Beliefs of the Church
Sample 5	Source analysis: Medieval coin

This portfolio of student work shows that the student can recognise and explain patterns of change and continuity over time in the design of castles (WS1). The student explains the causes and effects of events and developments with reference to castles and the influence of the Church within society (WS1, WS4). The student identifies the motives and actions of people at the time (WS1, WS5). The student explains the significance of individuals and groups, including knights and samurai, and how they were influenced by the beliefs and values of their society (WS2). The student describes different interpretations of the past (WS4).

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History

Year 8
Satisfactory

When researching, the student develops questions to frame an historical inquiry into a medieval artefact (WS5). The student analyses, selects and organises information from primary and secondary sources and uses it as evidence to answer inquiry questions (WS2, WS4, WS5). The student identifies and explains different points of view in sources (WS4). When interpreting sources, the student identifies their origin and purpose and distinguishes between fact and opinion (WS3). The student develops texts, particularly descriptions and explanations, incorporating analysis (WS1, WS2, WS3). In developing these texts, and organising and presenting their findings, the student uses historical terms and concepts (WS1, WS3, WS5), evidence identified in sources, and acknowledges sources of information (WS4).

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Explanation: Castles

Year 8 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

Summary of task

Students discussed the reasons for the changes that occurred in medieval Europe, with a focus on the development of castles, the impact of the Crusades and the weakening of the feudal system.

The students were asked to write a formal extended response on one of the following questions:

- Explain the changes in castles in the medieval period.
- Explain the changes that occurred in medieval Europe as a result of the Crusades.
- Explain the factors that weakened the feudal system.

Students spent one week researching and planning their response and they completed this task in class in a 60-minute lesson.

Explanation: Castles

Castles in the medieval period.

Castles a form of defence were introduced during the 9 century or around 1066 by Alfred the Great. Many of the early forms of castles consist of wood as the main resource for the structure. Wood wasn't the best source of defence as it could be easily burnt down by flame arrows. The introduction of gunpowder meant that castles were not the best form of defence.

The Motte and Bailey one of the early forms of castles. The idea of a motte and bailey castle was that the motte is a large hill with a high wooden wall and keep, and the bailey is the ground level of the castle where families and animals could live. The motte and bailey is separated by a wooden bridge that could be removed if the bailey of the castle was occupied by the enemies. Sometimes a moat or a ditch would surround the castle some times filled with water. A Drawbridge was used to access the castle. The keep of the castle was so high that it could see over all the land. These castles sometimes built in the remains of the roman forts, and if the main wall fell the keep could only protect them.

Annotations

Gives reasons for the changing forms of castles.

Provides some analysis of the features of the motte and bailey castle.

Explanation: Castles

Castles in the medieval period.

A larger Castle may have more than one motte and bailey but it was very ~~is~~ unlikely.

The stone keep soon replaced the motte and bailey castle as it offered more defence/protection to the soldiers and people that may live in the castle if the keep was big enough, but normally serfs would leave the castle because ~~it was~~ they were no use ~~to the~~ as soldiers. Thick stone wall would surround the keep as the introduction of stone castles spread throughout France and England. The keep would consist of many floors which were lead up by a stone staircase. ~~Depend~~ Depending on how large the castle is the more levels the keep consisted of. Many of the first stone keeps were built rectangular and later circular so the people on top could see around 360°, this then started round towers. Around the top of the thick castle walls crenellations to fire arrows from would be spread around the castle on every level. What used to be a bailey was now the area outside the keep but within the outer walls ~~and~~ stelters from for animals and crafting workshops might be placed against the walls. A moat may surround the castle walls.

Annotations

Identifies a pattern of change in where stone castles were built.

Identifies a motive for the construction of circular stone keeps.

Explanation: Castles

Castles in the medieval period

Concentric castles consist of an inner and outer walls. This type of castle was developed in the 12 and 13 centuries and offered the best protection against enemy attacks. The walls were made of thick stone that has crenellations around the top. The keep is the centre piece and was made of stone. The castle would have circular towers at every corner for further protection. The inner wall normally higher. Different types of stone used in the making of castles hard chalk/flint/limestone/sandstone. This was the best castle for defence!

Castles are one of the best and well constructed pieces of medieval buildings. Castles were the best form of defence and many different types of castles were formed over the years this was shown by the Motte and bailey, ~~stone~~ stone keep and concentric castles, shell keeps as well etc...

Although the introduction of gunpowder made castles weak it was still the best form of defence in the medieval period.

Although shell keep were uncommon in Britain they are still a great interest today.

Annotations

Draws a conclusion about castles as a form of defence.

Annotations (Overview)

The student describes different types of castles and their specific features. They use historical terms and concepts, for example, 'motte and bailey', and 'concentric castles'.

Comparison: Knights and samurai

Year 8 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

Summary of task

Students investigated the life and roles of both medieval European knights and Japanese samurai in their societies, using a range of primary and secondary sources.

They used retrieval charts to record information about the following aspects: training, clothing, weaponry, code of conduct, role in society, and other interesting facts for knights and samurai.

The students were then required to:

- create a Venn diagram to compare and contrast knights and samurai
- present a case for who would be the greatest hero: samurai or knight.

Students spent one week researching and planning their response and they completed this task in class in a 60-minute lesson.

Comparison: Knights and samurai

Who Would Win ?

I strongly believe that the Samurais would win, because they are more agile and have better uses of there weapons. The Samurais would be brought from an early age, in a Samurais like environment and would be sent to their relatives at the age of three to train - they used wooden weapons when three.

At six years old they went on to using real blade weapons. As well as studying martial arts, they also did educational studies and they learnt poetry, reading and writing.

Although the knights were still very talented with what they could do. They always needed help, there suits weren't very efficient for what activities they did. If they ever fell off during battle, they couldn't get back on again due to the armour restricting them.

The Samurais have good armour, they are stretchy and easy to move in.

Samurais are very proud of their history and culture, they have a passion to continue there traditions for generations to come. All in all the Samurais seem more heroic.

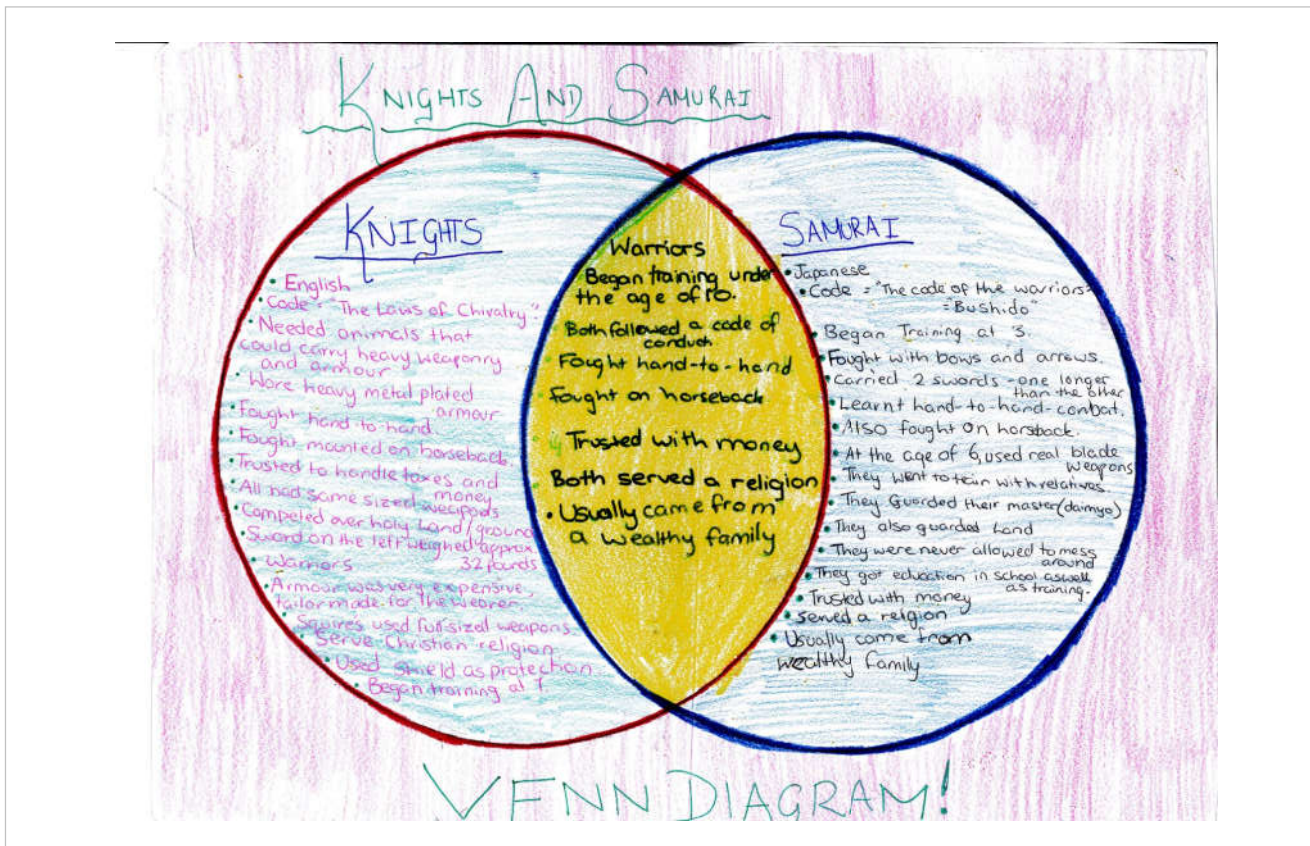
Annotations

Puts forward a point of view using knowledge gained from source analysis.

Gives a reason why knights may not be able to win against samurai.

Provides some explanation of the significance of knights and the values that influenced them, that is, pride in their history and culture.

Comparison: Knights and samurai



Annotations

Uses a Venn diagram to represent in detail the similarities and differences between knights and samurai.

Uses historical terms and concepts, for example, 'Bushido' and 'chivalry'.

Annotations (Overview)

The student develops a description comparing knights and samurai based on an inquiry involving the use of sources.

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Source analysis: Bayeux tapestry

Year 8 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

Summary of task

In class, students investigated change and continuity in medieval Europe, including the significance of the Battle of Hastings.

They were required to examine a section of the Bayeux tapestry and explain why it was made and how useful it would be to historians as a source for the history of the period.

Students were allocated 20 minutes in class to complete this task.

Source analysis: Bayeux tapestry



18. How can you tell that source 7 is a battle scene? (1)

Because people are getting ready to throw spears and shoot bows at other people.

19. What weapons are they using? (3)

- a. Spears
- b. Bows and Arrows
- c. Shields

20. Why do you think the Bayeux Tapestry was made? (2)

So that people would remember what happened in years to come, that way William could be remembered.

21. How useful do you think the Bayeux Tapestry would be to historians? Explain your answer in detail. (5)

The Bayeux Tapestry is extremely useful to historians. The Bayeux tapestry shows what sort of weapons the armies used, as well as what sort of armour. It shows what happened to lead up to the battle and how the armies prepared. It shows what happened in the battle as well as after it. It shows why the battle was fought as well as who were without the Bayeux Tapestry there would be a big gap in history.

Annotations

Identifies a reason for the making of the Bayeux tapestry.

Analyses the source to explain what is revealed on the tapestry.

Identifies the usefulness of the source for the study of the Battle of Hastings.

Source analysis: Beliefs of the Church

Year 8 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

Summary of task

Students investigated the role of the Church in medieval society.

The students were required to write an extended response to the question, 'How did the beliefs of the church affect medieval society?' with reference to primary sources.

Students completed this task in class over two-one hour lessons and they were required to write an extended paragraph.

Source analysis: Beliefs of the Church

Write a paragraph in response to the question

How did the beliefs of the church affect medieval society?

The beliefs of the church ~~also~~ affected the medieval society because people had been told from the powerful catholic church about the way the people should live in order to not go to a place called Hell, instead they were told they would go to "heaven". According to Source 4 it stated that the parish priest told the peasants what they had to do in order to go to heaven. Also in Source 2 it has a picture that shows what would happen to people if they had sinned. These tortures ^{included} were being boiled alive, ^{and} to eat foul things, ^{being} poked with long poles or spears, thrown around and pushed and also ^{being} eaten by the devil himself. From Source 4 it says that the pope had more power than the kings due to his authority being directly from God. It also states that he had the rights to ex-communicate (banish) people from the community. This meant he was the most powerful person in medieval society. In Source 5 it mentions that the pope was head of the church, followed by Archbishops, bishops and cardinals. Some of these acted as advisors; they were followed by the monks and nuns who helped the community, then parish priests were in charge of local churches, and according to Source 4 they also held mass, preached, ~~heard~~ ^{performed} confessions, arranged weddings and funerals. ~~the friars were but~~ ^{most important as} they had wandered the world talking about the catholic religion. So in conclusion due to the evidence from the sources it is clear that the beliefs of the church had changed the lives of the people living in medieval society.

Annotations

Explains the influence of the Church in medieval society, using evidence from sources.

Describes the significance of belief systems within medieval European society.

Provides some explanation of the values and beliefs of different groups in medieval times.

Recognises the hierarchy within the Catholic Church.

Annotations (Overview)

The student acknowledges sources used in their response.

Source analysis: Medieval coin

Year 8 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

Summary of task

Students explored a range of sources for the medieval period and completed activities questioning, analysing and interpreting them.

Students were asked to apply the skills they had been learning to an unseen artefact from the medieval period and completed an analysis under exam conditions. Students were given 30 minutes to answer questions about the source. The artefact image that students analysed is shown below, along with the archaeologist's report.



Archaeologist's Report

This item is easily small enough to fit in the palm of your hand.

It was removed from the ground at a dig in Troyes, France.

It has been dated to c. 750 CE, during the reign of 'Pepin the Short'.

Source analysis: Medieval coin

Question One 2 marks

A) Is this a primary or secondary source?

This is a primary source

B) Why? (give one reason)

It is a primary source because it was used in the time period of 750CE and gives 100% truth about the past of that place and time

Question Two 2 marks

A) What category of source does this object belong to?

This source belongs to the category of 'artefacts'

B) Why? (give one reason)

It is an artefact used in the time period being studied and it is not written down, a picture/painting and it has nothing to do with oral testimony.

Question Three 2 marks

A) What do you think the markings on this object are?

I think the markings are a way of identifying which country or empire it belonged to (R.F.P. in).

B) Why? (give one reason)

In 750 CE Pepin the Short was ruling over France and by writing his initials on their money (RP) everyone trading would know who the money really belonged to.

Question Four 2 marks

Describe what you think you would see if you turned this item over and looked at the reverse.

The outside would be decorated with dots (like the visible side) and that there would be a number stating how much the coin was worth in trade. It would also be quite dirty (after being in the ground) and some dots or part of the number would be chipped off.

Annotations

Uses historical terms and concepts, for example, 'artefact', 'oral testimony'.

Identifies a motive for the creation of the source.

Source analysis: Medieval coin

Question Five

A) What do you think this item is?

I think this item is a coin from 750CE, France

B) Give two reasons to support your hypothesis

It looks similar to the coins used today.

It looks as though, it is made of metal and designed to last for a long time, being passed through many hands, which money does (designed for purpose).

Question Six

4 marks

Write two questions that could help guide further research into this object and its history.

What does 'RP.' mean, what does it represent?

Why did the people creating these coins decorate it in the way ~~the~~ they did?



Annotations

Identifies the origin of the source.

Analyses an artefact to draw conclusions.

Develops questions to guide further research.

Annotations (Overview)

The student uses a structured analysis of a previously unseen primary source. The student interprets the source by offering interpretations and supporting reasons.

Appendix 1.7

Extracts from *Pearson History 7 New South Wales: Teacher Companion*

Source: Melissas, Dresden & Szczecinski (2014, pp. 26-29).

SYLLABUS LINKS

The Stage 4 curriculum provides a study of the nature of history and historical sources, both archaeological and written. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BC–c. AD 650). It was a period defined by the development of cultural practices and organised societies, including Australia, Egypt, Greece, Rome, India and China.

KEY INQUIRY QUESTIONS

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

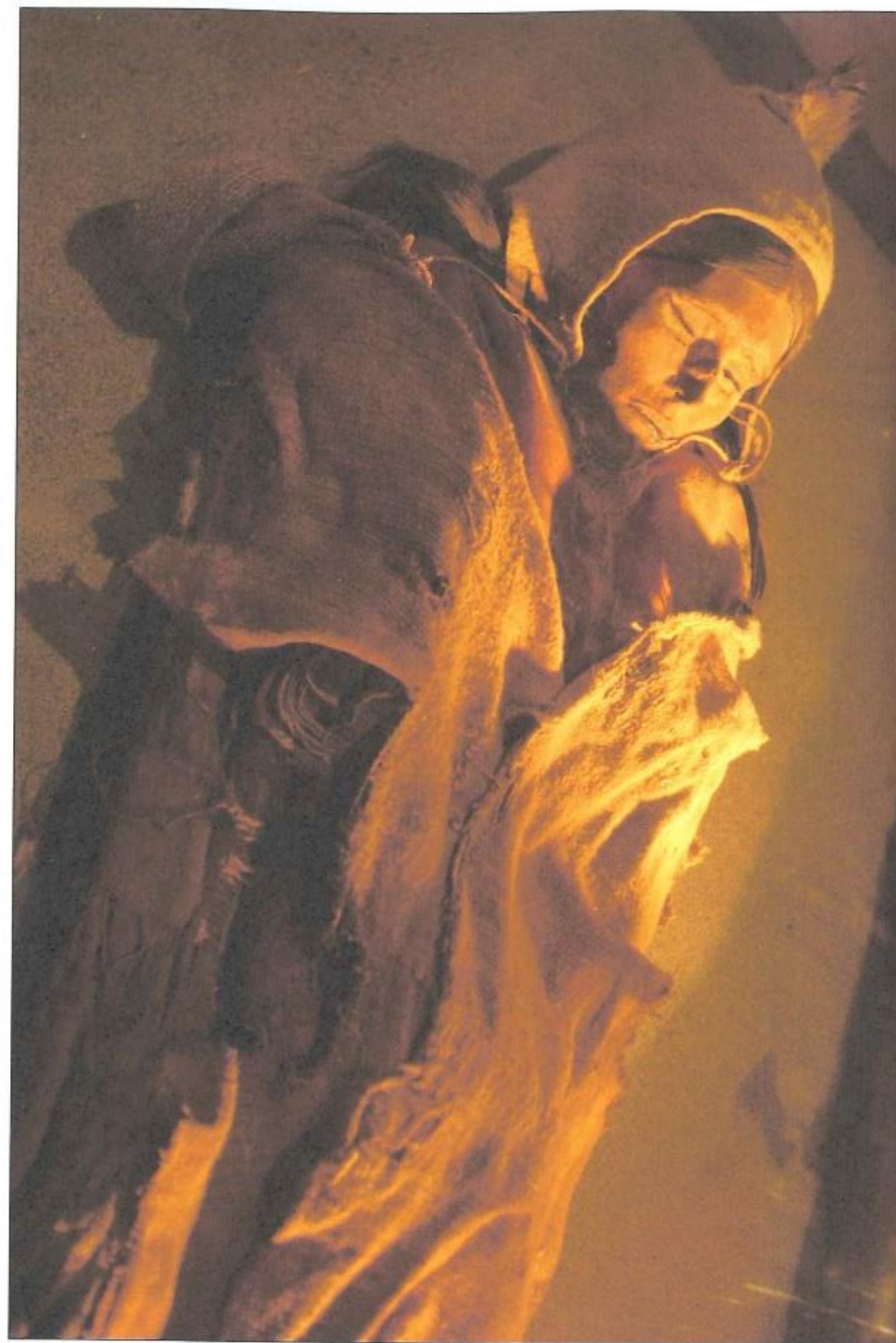
INTRODUCING THE CHAPTER

Depth study 1 'Investigating the Ancient Past'

As part of Depth Study 1 teachers are required to study 'Investigating the Ancient Past'.

Chapter content

Unit 1, 'History and archaeology' explores the concepts of history and archaeology and explains the terms historian and artefact. Unit 2, 'Time and timelines' examines the measurement of time and chronology. Unit 3, 'Pieces of the puzzle: investigating sources' outlines the use of historical evidence in finding out about the past, defines primary and secondary sources and fact and opinion and discusses the use of technology in historical investigations. Unit 5, 'Ancient Australia' investigates the way of life of Aboriginal people in ancient times through archaeological evidence. Unit 6, 'Ancient Australia: sources' explores the ways in which Aboriginal and Torres Strait Islander people have recorded, remembered and communicated their past. Unit 7, 'Importance of conserving the remains of the past' discusses why it is important to preserve historical sites and artefacts and where this is being done. Unit 8, 'Methods of preserving and conserving archaeological remains' discusses how historical evidence of the past is conserved. Unit 9, 'UNESCO World Heritage site' examines the role of UNESCO



in preserving heritage and looks at the World Heritage site: Persepolis. Unit 10, 'Investigating the ancient past' provides investigation tasks and a glossary.

Using sources and evidence

Unit 4, 'Historical mysteries—bog bodies and the Carnac stones' examines preserved bodies as a source of historical information.

KEY TERMS

historian—person who examines events and lives of people in past times

history—the study of our past

Loulan Beauty—4000-year-old preserved body found in China

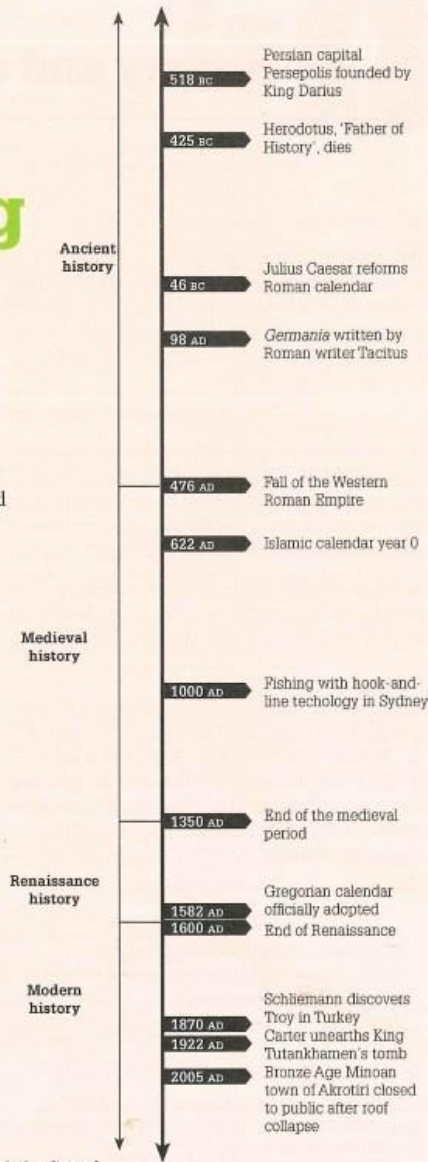
CHAPTER 2

Investigating the ancient past

History is the study of our past. Historians examine events and the lives of people from times gone by so that we can better understand ourselves and the world around us. History is always changing as exciting new discoveries and new technologies allow historians to learn more about ancient mysteries and peoples from the past.

Source 2.0.1 Loulan Beauty, a 4000-year-old body found in 1980 preserved in the salty sands of the Taklamakan Desert in western China. Her plaited fair hair, tattoos and woolen clothing show she was Western European. But what was she doing in China?

Source 2.0.2 A timeline of key events and people in the ancient past



TEACHING AND LEARNING STRATEGIES

Historical skills: Analysis and use of sources

Picture study

MI: visual-spatial, verbal-linguistic

Students refer to Source 2.0.1 and write three questions they would like to ask about. For example:

- 1 How did the person die?
- 2 What is the importance of their clothing?
- 3 Why was the person in China?

Once students have written the questions, they form a pair with another student to try to hypothesise answers to all questions.

Answers

Student answers will vary.

IN A NUTSHELL

History is the study of past events, people, places and ideas using evidence from the past. Historical evidence dates back to the prehistory period, tens of thousands of years ago. The earliest written records are 5500 years old. Archaeologists work with historians to learn about the past. Historians are similar to detectives who discover and use bits of evidence to create a picture of what happened in the past. They use both primary and secondary sources, but must take note of bias when they interpret sources. Historians use timelines as a tool to chronologically organise and summarise key historical events.

PREPARATION FOR TEACHING

Suggestions for introducing Investigating the ancient past

- Conduct a 'Think, Pair, Share' activity with students to generate thinking about history. Pose the question, 'What is history?' Students complete this task individually, then with a partner and finally discuss as a class.
- Students discuss what life was like for their parents when they were thirteen years old. Students interview their parents and ask questions such as the price of essential items (such as milk, bread, newspaper), cost of housing in the area they lived, popular movies and TV shows of the time, music parents listened to. Students use information gained to write a summary profile of the year their parents were thirteen years old.
- Students conduct a school-wide survey of their peers' and teachers' understanding of history by asking questions such as 'What is history, why study history and is it relevant?' Students could then collate the information to form a theory about the importance of the study of history in school.

RESOURCES

Digital resources

Web Destinations

Information about relevant websites is available on eBook. In addition, students may search for websites using search terms specific to the topic that they are researching.

Pre-test

Students complete the Review Quiz available on eBook to gather pre-existing knowledge on 'Investigating the ancient past'.

PEARSON history NSW 7 A.B.
Chapter 2: Investigating the ancient past

SYLLABUS LINKS

Outcomes >>

A student:

- describes the nature of history and archaeology and explains their contribution to an understanding of the past
- uses a range of historical terms and concepts when communicating an understanding of the past
- selects and uses appropriate oral, written, visual and digital forms of communication about the past

Content >>

How historians and archaeologists investigate history, including excavation and archival research

Students:

- outline the main features of history and archaeology
- outline the role of historians and archaeologists
- describe and explain the different approaches to historical investigation taken by archaeologists and historians

Historical skills >>

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts

Analysis and use of sources

- identify the origin and purpose of primary and secondary sources

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
- select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past

KEY CONCEPTS

- Defining history and archaeology for students
- Where and how remains of the past are found

KEY TERMS

archaeology—the study of history by investigating artefacts and other physical evidence left behind from the past
artefact—something produced by humans, such as a tool or a work of art



UNIT 2.1

History and archaeology

What is history?

History is the story of people's lives from past times. This story is pieced together by historians with the help of many other people. This includes specialists trained in archaeological skills such as dating pottery, identifying bones and reconstructing artworks.

Historians and artefacts

A historian is someone who studies and writes about the past. Historians ask questions about the past to build a picture of societies, individuals and events. They do this by using the remains of the past such as artefacts and writings.

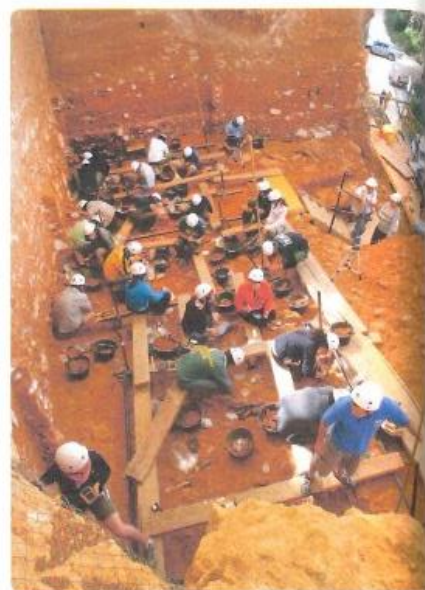
Artefacts are items that have been made by people. Some examples are jewellery, stone tools, pottery jugs, statues, paintings and buildings.

'Father of History'

Herodotus (c. 484–425 bc) was a Greek historian famous for writing *The Histories*, an account of the Persian Wars fought in the fifth century bc. He gathered information from eyewitnesses but also included myths, superstitions and activities of gods in his work. Source 2.1.1 explains his reason for writing.

... to preserve the memory of the past by putting on record the astonishing achievements both of our own and of other peoples; and more particularly, to show how they came into conflict.

Source 2.1.1 Extract from Herodotus, *The Histories*, Book I, translated by A. de Selincourt, Penguin Books, London, 1972, p. 40



Source 2.1.2 Archaeologists excavating at the World Heritage-listed caves of Sierra de Atapuerca in Spain

What is archaeology?

Archaeology focuses on the physical evidence left behind from the past; for example, cities, coins, graves and roads. These physical remains are clues to the lives and beliefs of past civilisations.

An archaeologist excavates or digs in the ground to find **evidence** of past civilisations. Artefacts are usually found underground due to the effects of natural disasters, war, rebuilding over previous remains or changing geography. Close examination of Source 2.1.2 will reveal the grid system that archaeologists use to guide them during an **excavation**. Each uncovered artefact's location is carefully recorded using this system.

historian—person who examines events and lives of people in past times

history—the study of our past

TEACHING AND LEARNING STRATEGIES

Historical skills: explanation and communication

Questions of the past

MI: visual-spatial, verbal-linguistic

Students imagine they are a historian investigating a building or location of significance to them in their local area (for example, their own house, their school,

a local building) and write five questions they would like to ask to find out about the history of the location.

Answers

Student answers will vary. Some sample questions are provided below.

- *How long has this building been here?*
- *What was the original purpose of this building?*
- *How has use of this building changed over time?*
- *What artefacts have been left behind to tell us further information about this building?*

Remembering and understanding

- 1 Student answers will vary. An example is shown at the bottom of the page.
- 2 Herodotus stated that historians make sure people remember the great things individuals and civilisations did and the wars they had by writing about the past.
- 3 Student answers will vary but may include digging in the earth; working as part of a team; working within defined grids; using tools such as buckets, trowels and brushes, or surveying equipment; putting artefacts they find in small plastic bags for further analysis; considering their personal safety.

Applying and analysing

- 4 a The deepest strata is the oldest, the natural subsoil below the Iron Age period.
- b The layers of the earth can be disrupted by:
 - natural events such as earthquakes
 - deliberately dug into during construction or mining
 - animals digging burrows
 - the actions of past archaeologists.
- c Iron Age people lived there and build wooden structures; after a fire the Romans placed fill to level the site and then built houses and a road. Later medieval people built over the collapsed Roman buildings/road, constructing houses, a wall and a rubbish dump. During the C.18th the site was again levelled and a cobblestone road was built. In the C.19th a wall was constructed with the footings dug down into the medieval level. In modern times there is just topsoil on the site.

- 5 Student answers will vary but should show clear levels of change over time.

Stratigraphy allows archaeologists to put the remains of the past into **chronological order** and gather information about the past.

ACTIVITIES

Remembering and understanding

- 1 Create a concept map to brainstorm at least four ideas showing what history means to you.
- 2 What does Herodotus state that historians do?
- 3 Look at Source 2.1.2. Describe the types of tasks an archaeologist does as part of their job.

Applying and analysing

- 4 Look at Source 2.1.3.
 - a Which strata is the oldest? Explain why.
 - b Identify possible difficulties for archaeologists in using strata.
 - c Interpret the diagram to determine how this site may have been used over time.
- 5 Sketch a dig diagram similar to Source 2.1.3 of your bedroom. Consider how many layers you will need to identify and what sort of artefacts of your life might be found at each layer. Label each strata clearly. You may like to use a presentation program such as Prezi to allow animated movement through strata levels.

Where to look?

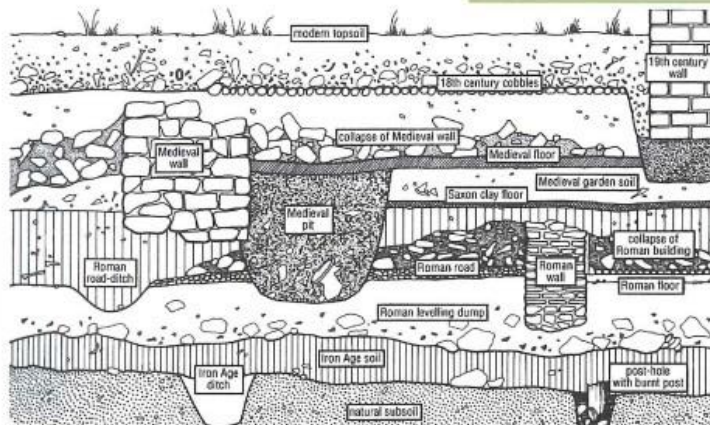
- There are many ways that remains of the ancient past can be found. Natural disasters such as landslides or human activities can reveal artefacts. Archaeologists can also be guided by:
- stories—tales of the lost city of Atlantis helped archaeologist Spyridon Marinatos find the Minoan town of Akrotiri on the Greek island of Santorini in 1967
 - accidental discovery of artefacts—the construction of a canal in 1592 revealed marble slabs resulting in the discovery of the ancient city of Herculaneum in Italy
 - mounds of earth, called tells, which often cover ancient cities
 - places where the land caves in or where crops grow differently to surrounding crops.

Technology

Archaeologists use technology to help them find places to dig. Infra-red satellite imaging, radar, underwater sonar, metal detectors and aerial photography can provide clues about where ancient peoples lived.

Layers in the earth

When archaeologists dig into the earth, the ground is made up of many layers. These layers are called 'strata' (see Source 2.1.3). The deepest layers are the oldest and the layers closest to the surface are the youngest.



Source 2.1.3 A diagram of archaeological strata produced by the Canterbury Archaeological Trust, a charity that carries out excavations in Kent, England

TEACHING AND LEARNING STRATEGIES CONTINUED

Extension activity

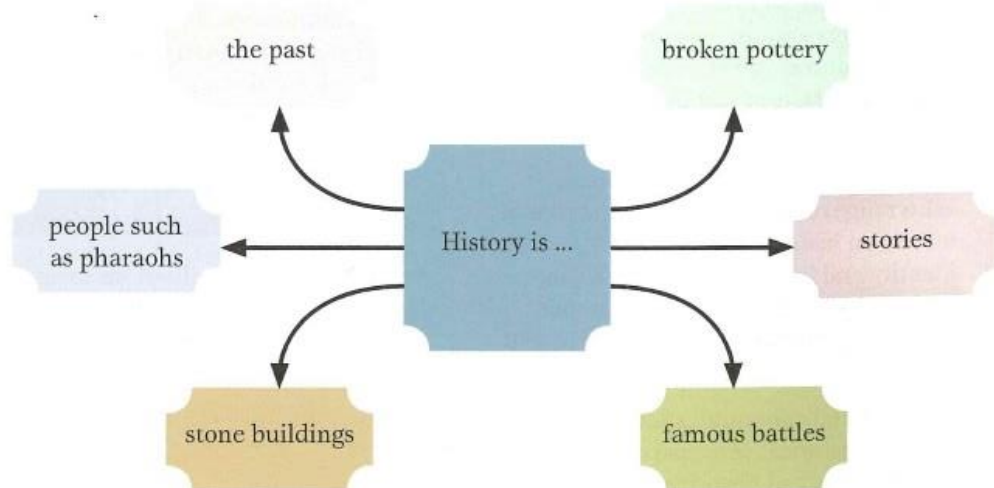
Collage

MI: visual-spatial, verbal-linguistic, interpersonal

Students work in pairs to create a collage about history. Students use words and images from newspapers, magazines, students' own illustrations, the internet and any other resources to create the collage.

Answers

Student answers will vary depending on what they consider 'history' to be.



Appendix 2

Singapore's 2014 Lower Secondary History Syllabuses

This appendix contains the following documents:

2.1: The 2014 Lower Secondary History Teaching Syllabuses

2.2: Extracts from *Singapore: The making of a nation-state, 1300-1975 (Secondary Two)*

Appendix 2.1

The 2014 Lower Secondary History Teaching Syllabuses

Source: MOE (2013).

RESTRICTED

**2014 LOWER SECONDARY
HISTORY
TEACHING SYLLABUSES**

EXPRESS COURSE
NORMAL (ACADEMIC) COURSE



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

RESTRICTED

2014 LOWER SECONDARY HISTORY TEACHING SYLLABUSES

**EXPRESS COURSE
NORMAL (ACADEMIC) COURSE**



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Section 1: Introduction



INTRODUCTION

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.

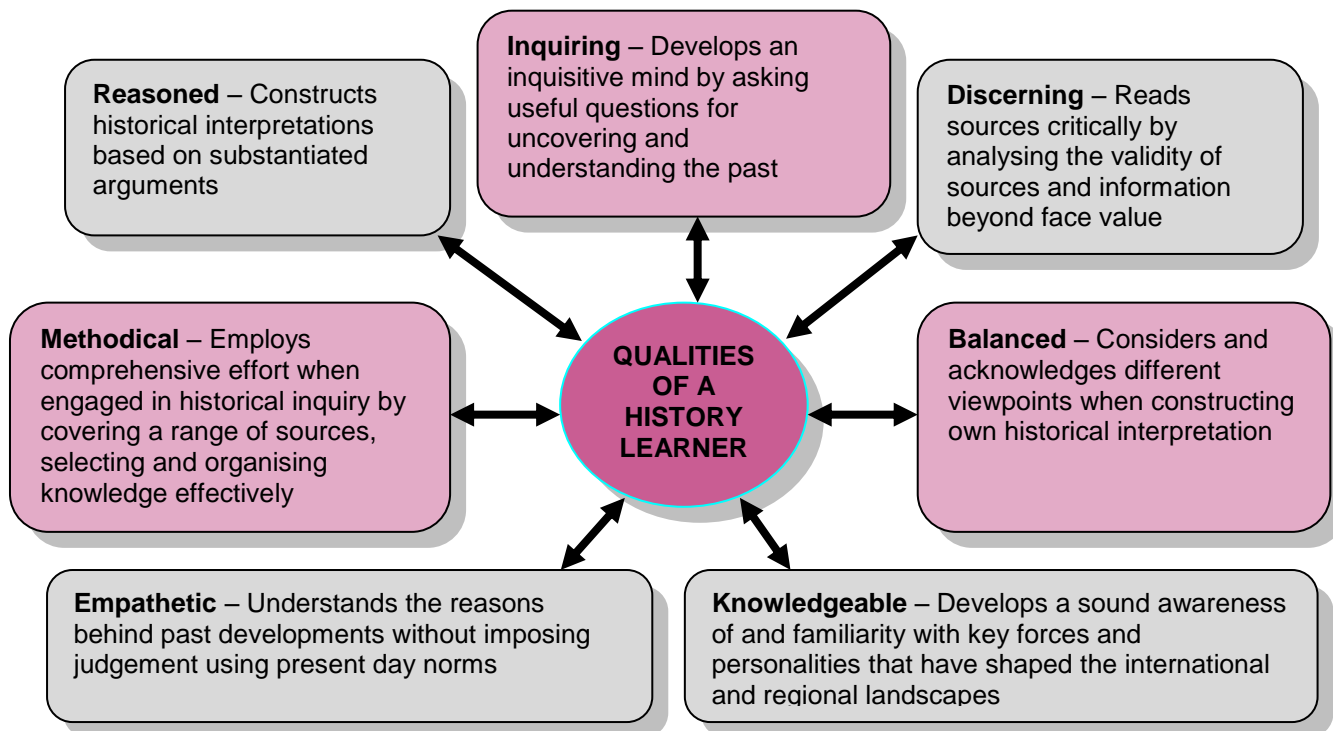
In response to this, a statement of philosophy of History education has been developed to encapsulate the fundamental purpose and value of learning History. It underpins the role of History education in Singapore and guides the development of all our syllabuses to capture a place for History in the school 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:



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 relevant¹ 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 Competencies² 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.

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.

SYLLABUS CONTENT

CONTENT OVERVIEW FOR LOWER SECONDARY HISTORY SYLLABUSES

Singapore: The Making of A Nation-State, 1300 - 1975

The syllabuses are framed by four inquiry questions. These seek to weave a meta-narrative that captures the forces and individuals that shaped Singapore into a nation-state beginning from the 14th century and ending a decade after Singapore attained independence in 1975.

Unit 1 focuses on tracing Singapore's origins by identifying Singapore as a port-of-call serving the maritime trade from the 14th to 19th centuries. It also explores our connections to Asia, the region and finally to Europe at various points within this time frame. Unit 2 uncovers life in colonial Singapore by examining the reasons that brought different communities to Singapore in the 19th and early 20th centuries and examines their quality of life up to before World War Two. Unit 3 studies Singapore's path to independence by appreciating the external forces of nationalism, war and decolonisation that characterised the post-World War Two years. It traces how these forces shaped the mind-sets and actions of key movers who helped transformed that changed Singapore from a colony to a self-governing entity. Unit 4 concludes this study by celebrating Singapore's first decade as an independent and sovereign nation by tracing the transformation of the country and its people.

Table 1: Overview of Content and Historical Investigations in Lower Secondary History Syllabuses

Unit 1 – Tracing Singapore's Origins
<i>Inquiry Question: How old is Singapore?</i>
<ul style="list-style-type: none"> • How is knowledge of Singapore's early past constructed? <ul style="list-style-type: none"> ▪ Role of History and historians in uncovering the past ▪ How is knowledge of the past constructed?
<ul style="list-style-type: none"> • What can historical evidence tell us about Singapore's connections with the world up to the 19th century? <ul style="list-style-type: none"> ▪ Overview of the earliest contact and connections with other countries in the world (from the 1st to 16th Century) ▪ Singapore's connections with the world from the 14th to 19th centuries ▪ Singapore's relations with the world from the 15th to 18th centuries ▪ Singapore's founding as a British Trading Settlement (early 19th Century)
<p><u>Historical Investigation 1:</u> What was Singapore like before 1819?</p>
Unit 2 – Life in Colonial Singapore
<i>Inquiry Question: Was it the same for everyone?</i>
<ul style="list-style-type: none"> • Why did people come to colonial Singapore before World War Two? <ul style="list-style-type: none"> ▪ Who were the people that came to Singapore in the 19th and early 20th Centuries?

<ul style="list-style-type: none"> ▪ <i>*Mass migration in the 19th Century – why did it happen?</i> ▪ Reasons for coming to Singapore
<ul style="list-style-type: none"> • How was life different for the various people in colonial Singapore before World War Two? <ul style="list-style-type: none"> ▪ Living conditions ▪ Employment ▪ Leisure and entertainment ▪ Community ties
<p><u>Historical Investigation 2:</u> Why were pastimes a part of people's lives in colonial Singapore before World War Two?</p>
<p>Unit 3 – Towards Independence</p>
<p><i>Inquiry Question: Was Singapore an 'accidental' nation?</i></p>
<ul style="list-style-type: none"> • Did the Japanese Occupation change the way people viewed Singapore? <ul style="list-style-type: none"> ▪ People's views towards Singapore in the first half of the 20th Century ▪ People's experiences during the Japanese Occupation and post-war British rule ▪ Impact of the Japanese Occupation and post-war British rule on people's views towards Singapore
<ul style="list-style-type: none"> • What were people's aspirations for Singapore after 1945? <ul style="list-style-type: none"> ▪ <i>*Overview of the political developments in Singapore (1945-1959)</i> ▪ Search for independence
<p><u>Historical Investigation 3:</u> Did the Japanese Occupation bring about changes in the lives of teenagers?</p>
<p>Unit 4 – Singapore's First Decade (1965-1975)</p>
<p><i>Inquiry Question: How did life change?</i></p>
<ul style="list-style-type: none"> • What did independence mean for Singapore? <ul style="list-style-type: none"> ▪ Singapore is out of Malaysia!
<ul style="list-style-type: none"> • How far were people's lives transformed after independence? <ul style="list-style-type: none"> ▪ Embracing being Singaporean ▪ Singapore's economic transformation: from trading port to diversified economy ▪ Change in standard of living: from shophouses, squatters and kampongs to HDB flats
<p><u>Historical Investigation 4:</u> What should be remembered about Singapore in the 1960s and the 1970s?</p>

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

A scope and sequence document explicating the knowledge, learning outcomes, content, historical concepts and 21st 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 21st 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

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:		
	<ul style="list-style-type: none"> Chapter Task (2 CTs) 	Infused in Units	Infused in Units
	<ul style="list-style-type: none"> Source-based Question (2 Tests/Assignments) 	2 periods	2 periods
	<ul style="list-style-type: none"> Structured Question (2 Tests/Assignments) 	2 periods	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:		
	<ul style="list-style-type: none"> Chapter Task (2 CTs) 	Infused in Units	Infused in Units
	<ul style="list-style-type: none"> Source-based Question (2 Tests/Assignments) 	2 periods	2 periods
	<ul style="list-style-type: none"> Structured Question (2 Tests/Assignments) 	2 periods	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:		
	<ul style="list-style-type: none"> Chapter Task (2 CTs) 	Infused in Units	Infused in Units
	<ul style="list-style-type: none"> Source-based Question (2 Tests/Assignments) * 	2 periods	2 periods
	<ul style="list-style-type: none"> Structured Question (2 Tests/Assignments) * 	2 periods	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:		
	<ul style="list-style-type: none"> Chapter Task (2 CTs) 	Infused in Units	Infused in Units
	<ul style="list-style-type: none"> Source-based Question (2 Tests/Assignments)* 	2 periods	2 periods
	<ul style="list-style-type: none"> Structured Question (2 Tests/Assignments)* 	2 periods	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) Support in teaching: 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) Classroom management: 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) Resource Development: 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) Monitor students' performance: Track submission of students' assignments and monitor their performance under the guidance of the teacher.
- e) Appointment as Assistant Form Teacher: 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) Support in the implementation of the Geographical and the Historical Investigations: 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) Professional Learning Circle: 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 learners 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

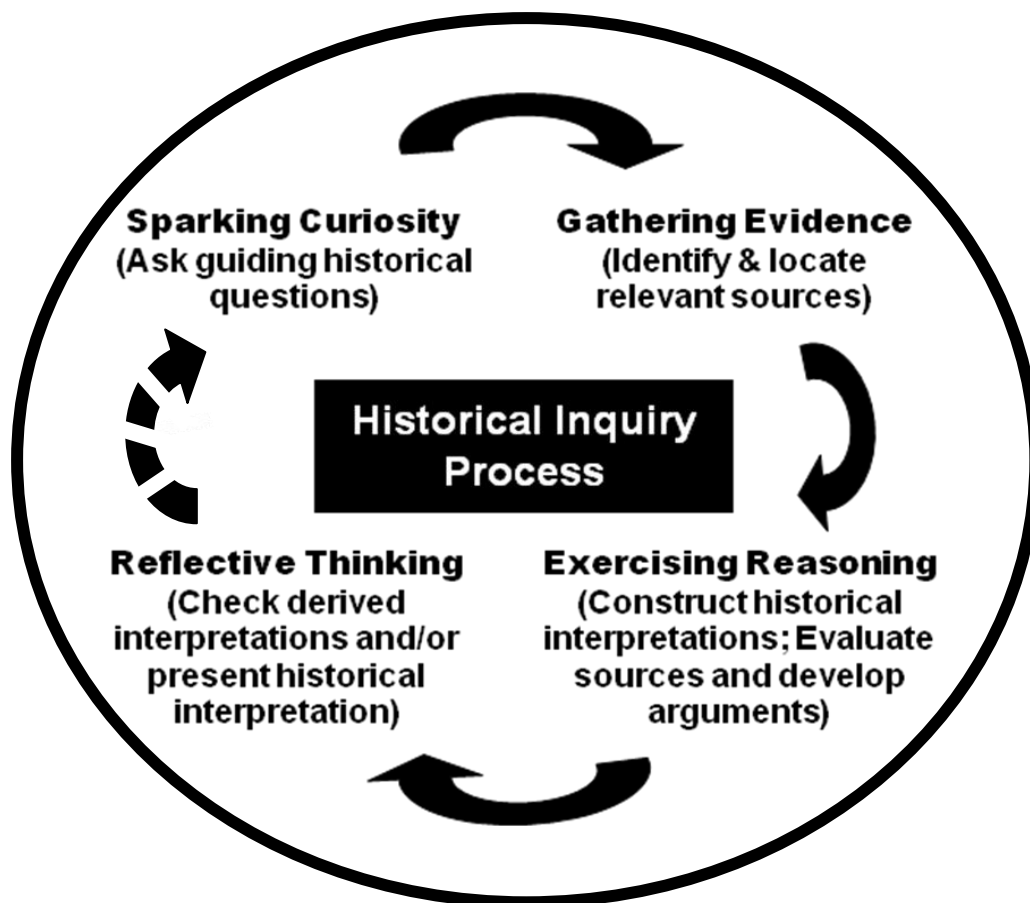


Figure 1: Cycle of Historical Inquiry

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 response to issues explored in the syllabus.

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. Table 7 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	<ul style="list-style-type: none"> • Inquiring 	<ul style="list-style-type: none"> • Most critical to the inquiry process is the starting point. Teachers to be guided by the following pointers: <ul style="list-style-type: none"> ○ engage the students' interest; ○ identify the questions to be asked – one broad inquiry question followed by sub-questions; ○ plan the inquiry process; and ○ describe the outcome.
2. Identify and locate relevant sources	<ul style="list-style-type: none"> • Discerning • Balanced 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Discerning • Methodical • Balanced • Reasoned • Knowledgeable 	<ul style="list-style-type: none"> • Students make notes from their study of the sources. • 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	<ul style="list-style-type: none"> • Balanced • Reasoned • Knowledgeable 	<ul style="list-style-type: none"> • 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: 21st Century Competencies in History Education

21ST CENTURY COMPETENCIES IN HISTORY EDUCATION

The 21st 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 21st CC can be found on pages 24-30.



COMPETENCY DOMAINS, COMPONENTS AND THEIR DEFINITIONS

CIVIC LITERACY, GLOBAL AWARENESS AND CROSS-CULTURAL SKILLS
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
CRITICAL AND INVENTIVE THINKING
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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)

21 st Century Competency	Standards	Benchmark (End of S2)	Possible activities aligned to the Lower Secondary History Syllabuses
<p>Civic Literacy, Global Awareness and Cross Cultural Skills (CGC)</p> <p>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</p>	<p>CGC 1 Aware of community and national issues and plays a part to improve the community and nation</p>	<p>1.1c 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.</p>	<p>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.</p>
	<p>CGC2 Aware of global issues and trends</p>	<p>1.2c The student is able, with support, to plan and organise school and community activities/ programmes to address social issues.</p>	<p>Where applicable</p>
		<p>2.1c The student is able to demonstrate awareness of Singapore’s role in addressing issues in the global community.</p>	<p>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.</p>

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21 st Century Competency	Standards	Benchmark (End of S2)	Possible activities aligned to the Lower Secondary History Syllabuses
	<p>CGC3 Displays socio-cultural awareness and sensitivity</p>	<p>3.1c The student is able to demonstrate empathy with other socio-cultural groups within Singapore.</p>	<p>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.</p>
		<p>3.2a The student is able to demonstrate respectful and acceptable behaviour that promote social cohesion.</p>	<p>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.</p>
<p>Critical and Inventive Thinking (CIT)</p> <p>Learning Outcome: Generates novel ideas; exercises sound reasoning and reflective thinking to make good decisions; and manages complexities and ambiguities.</p>	<p>CIT 1 Explores possibilities and generates ideas</p>	<p>1.1c The student is able to generate ideas and explore different pathways that are appropriate for responding to an issue/ challenge.</p>	<p>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.</p> <p>Example: <i>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</i></p>

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21 st Century Competency	Standards	Benchmark (End of S2)	Possible activities aligned to the Lower Secondary History Syllabuses
			<p><i>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.</i></p>
	<p>CIT 2 Exercises sound reasoning and decision making</p>	<p>2.1c The student is able to use evidence and adopt different viewpoints to explain his/ her reasoning and decisions.</p>	<p>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.</p> <p>Example: <i>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.</i></p>
		<p>2.2b The student is able to reflect on his/ her thoughts, attitudes, behaviour and actions during the learning experiences and determine the modifications required.</p>	<p>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.</p> <p>Example: <i>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</i></p>

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21 st Century Competency	Standards	Benchmark (End of S2)	Possible activities aligned to the Lower Secondary History Syllabuses
			<p><i>lives were changed, or remained the same, following their move into HDB housing.</i></p>
	<p>CIT 3 Manages complexities and ambiguities</p>	<p>3.1b 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.</p>	<p>By exercising the historical skill of causal reasoning, students will be able to develop nuanced understanding across complex cause-and-effect inter-relationships.</p> <p>Example: <i>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.</i></p>
		<p>3.2b The student is able to accept different perspectives, solutions and/ or methods, even in the face of uncertainty.</p>	<p>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.</p> <p>Example: <i>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</i></p>

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21 st Century Competency	Standards	Benchmark (End of S2)	Possible activities aligned to the Lower Secondary History Syllabuses
			<p><i>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.</i></p>
<p>Information and Communication Skills (ICS)</p> <p>Learning Outcome: Manages and uses information effectively and ethically; communicates information and ideas clearly and collaborates effectively.</p>	<p>ICS 1 Communicates and collaborates effectively</p>	<p>1.1c The student is able to explain information and ideas coherently for specific purposes.</p> <p>1.2c The student is able to explore and assess information and ideas with others to complete a group task.</p> <p>1.3c The student is able to use a variety of</p>	<p>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.</p> <p>Examples of end products include:</p> <ul style="list-style-type: none"> • <i>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</i> • <i>an information sheet about the different groups of people in Singapore for a group of exchange students</i> • <i>a webpage on changes in peoples' views towards Singapore before and after the Japanese Occupation</i> • <i>a photo-montage summarising Singapore's transformation from the 1950 to 1970s</i> <p>In support of historical inquiry, strategies that promote collaborative learning can be used to engage students more fully in their learning process.</p> <p>Example: <i>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.</i></p> <p>ICT tools can support historical inquiry by</p>

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21 st 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.	<p>providing a platform for students on which to discuss and track their learning during and outside of curriculum time.</p> <p>Example: <i>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.</i></p>
	<p>ICS 2 Manages and uses information</p>	<p>2.1c 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.</p>	<p>By participating in an historical inquiry, students will develop their skills of historical reasoning and learn the importance of building evidential understanding.</p> <p>Example: <i>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.</i></p>
	<p>2.2c 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.</p>	<p>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.</p> <p>Example: <i>The Historical Investigation will require students to select sources of information and write proper citations and footnotes.</i></p>	
	<p>2.3c The student is able to use a variety of ICT tools efficiently to locate sources of information and analyse the information.</p>	<p>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.</p> <p>Example:</p>	

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21 st Century Competency	Standards	Benchmark (End of S2)	Possible activities aligned to the Lower Secondary History Syllabuses
			<p><i>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.</i></p>

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?	<p>Chapter 1: How is knowledge of Singapore’s early past constructed?</p> <ul style="list-style-type: none"> What is History? Role of History and Historians in constructing knowledge of the past How do historians construct knowledge of the past? <ul style="list-style-type: none"> Asking questions about the past Gathering sources of information <ul style="list-style-type: none"> Types of sources – written accounts, pictorial record, artefacts Role and nature of primary and secondary sources Examining sources <ul style="list-style-type: none"> Making inferences Obtaining evidence from sources Importance of chronology to history and historians Forming conclusions <ul style="list-style-type: none"> Providing evidence to support conclusions Sources on early Singapore before 1819 <ul style="list-style-type: none"> Written accounts Map Archaeological sources 	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> understand the role and importance of chronology, sources, and evidence, in history and to the historians identify and understand key words in the inquiry question gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question draw a timeline of the important events in Singapore’s early past - from the 14th to the early 19th century <p>Values and Attitudes</p> <ul style="list-style-type: none"> appreciate that sources could be further understood from a study of its background information appreciate the importance the past has in helping to understand the present 	<ul style="list-style-type: none"> Archaeology History 	<ul style="list-style-type: none"> Chronology <p><u>Rationale:</u> 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.</p> <ul style="list-style-type: none"> Sources <p><u>Rationale:</u> Enables students to understand that</p> <ul style="list-style-type: none"> historians use sources to tell us about the past historians use more than one source when investigating the past there are many different types of sources that historians use to construct knowledge of the past 	<p>Understanding Chronology focus: Able to read a timeline and sequence events</p> <p>SBQ/SQ Skills focus: Comprehend and extract relevant information from sources to form a response to the inquiry question</p>	<p>21st CC</p> <ul style="list-style-type: none"> Global awareness Manage information effectively Communicate effectively Reflective thinking
	<p>Chapter 2: What can historical evidence tell us about Singapore’s connections with the world up to the 19th century?</p> <ul style="list-style-type: none"> <i>*Trade across time and cultures</i> <ul style="list-style-type: none"> <i>*The earliest connection among countries in the world</i> Singapore and trade <ul style="list-style-type: none"> Overview of Singapore’s connections with the world <i>*Singapore and Asian Trade situation before the 14th</i> 	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> 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 understand Singapore’s role within the region’s maritime trade route during the 14th-19th centuries. describe how Sir Stamford Raffles 	<ul style="list-style-type: none"> Trade Maritime kingdoms Colonisation 	<ul style="list-style-type: none"> Evidence I <p><u>Rationale:</u> Enables students to understand that</p> <ul style="list-style-type: none"> sources become evidence when they are used to answer a question 	<p>SBQ/SQ Skills focus: Comprehend and extract relevant information from sources to answer a question</p>	<p>21st CC</p> <ul style="list-style-type: none"> Global awareness Manage information effectively Communicate effectively Reflective thinking

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Unit	Key Knowledge	Learning Outcomes	Content Concepts	Practising History		MOE Initiatives
				Historical Concepts	Historical Skills	
	<p><i>century</i></p> <ul style="list-style-type: none"> ▪ <i>*Trade in Asia before the 14th century</i> ▪ Rise of Maritime kingdoms in Southeast Asia from the 1st to 14th centuries. • Rise of Temasek in the 14th century <ul style="list-style-type: none"> ▪ Fall of the kingdom of Srivijaya ▪ Role of Temasek as an entrepot ▪ Advantages of monsoons to Temasek ▪ Role of Sang Utama and the Orang Laut • Singapore's connections with the world during the 13th to 15th centuries <ul style="list-style-type: none"> ▪ Evidence of connections with the world – Written accounts and artefacts • Singapore's connections with the world from the 15th to 19th centuries <ul style="list-style-type: none"> ▪ Singapore's connections with Melaka (15th to 16th centuries) ▪ <i>*Singapore's connections with the Johor-Riau Sultanate (16th to early 19th centuries)</i> ▪ <i>*Singapore's connections with the Portuguese and the Dutch (16th to early 19th centuries)</i> • Singapore's connections with the world in the 19th century. <ul style="list-style-type: none"> ▪ Singapore's founding as a British trading settlement in 1819 <p><i>*Optional and non-examinable for Normal (Academic) Course</i></p>	<p>founded Singapore in the 19th century.</p> <ul style="list-style-type: none"> • identify and understand key words in the inquiry question • gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question <p>Values and Attitudes</p> <ul style="list-style-type: none"> • appreciate the importance the past has in helping to understand the present 				
<p>Unit 2 – Life in Colonial Singapore: Was It The Same For Everyone?</p>	<p>Chapter 3: Why did people come to colonial Singapore before World War Two?</p> <ul style="list-style-type: none"> • Who were the people that came to Singapore in the 19th and Early 20th Centuries? • Mass migration in the 19th Century – why did it happen? <ul style="list-style-type: none"> ▪ What is migration? ▪ <i>*Reasons for the mass migration in the 19th Century</i> <ul style="list-style-type: none"> ○ <i>*The Industrial Revolution</i> ○ <i>*The End of Slave Trade</i> ○ <i>*The Opening of the Suez Canal in 1869</i> • Reasons for coming to Singapore <ul style="list-style-type: none"> ▪ Push factors <ul style="list-style-type: none"> ○ Poverty and starvation ○ Unrest and instability ▪ Pull factors <ul style="list-style-type: none"> ○ Better trade and business opportunities ○ Better job prospects <p><i>*Optional and non-examinable for Normal (Academic) Course</i></p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • inquire into the causes for human migration in consideration of global events, regional factors as well as personal reasons • extract and record information from a range of accounts to explain reasons for migration • organise and consolidate information from the sources to formulate responses to the inquiry question • identify and understand key words in the inquiry question • gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question <p>Values and Attitudes</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Colonial rule • Community • Migration • Livelihood 	<ul style="list-style-type: none"> • Causation <p><u>Rationale:</u> Enables students to understand that</p> <ul style="list-style-type: none"> • causes are reasons for a subsequent action or event • there can be multiple causes for events in history 	<p>SQ Skills focus: Identify factors and be able to describe the factors</p>	<p>21st CC</p> <ul style="list-style-type: none"> • Global awareness • Manage information effectively • Communicate effectively • Reflective thinking

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Unit	Key Knowledge	Learning Outcomes	Content Concepts	Practising History		MOE Initiatives
				Historical Concepts	Historical Skills	
		<ul style="list-style-type: none"> appreciate the sacrifices made by the early immigrants to the development of Singapore. 				
	<p>Chapter 4: How was life different for the various people in colonial Singapore before World War Two?</p> <ul style="list-style-type: none"> Experiences of the various people in Colonial Singapore <ul style="list-style-type: none"> Living Conditions <ul style="list-style-type: none"> Sanitation Housing Employment <ul style="list-style-type: none"> Types of jobs Leisure and Entertainment <ul style="list-style-type: none"> Activities Vices Community Ties <ul style="list-style-type: none"> Relations within the community Relations with other communities 	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> 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. Identify / describe the similarities and differences in the lives of the various communities living in colonial Singapore identify and understand key words in the inquiry question gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question <p>Values and Attitudes</p> <ul style="list-style-type: none"> appreciate the rich cultural diversity of the people in Singapore. 	<ul style="list-style-type: none"> Community Pastimes Living Conditions 	<ul style="list-style-type: none"> Diversity I <p><u>Rationale:</u> Enables students to understand that</p> <ul style="list-style-type: none"> people lead different lives and have different experiences even when they lived in the same place during the same period in history the diversity of people's experiences can be discovered by identifying similarities and differences in their experiences a common basis or a criterion needs to be used to make a valid comparison of these similarities and differences 	<p>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.</p>	<p>21st CC</p> <ul style="list-style-type: none"> Global awareness Manage information effectively Communicate effectively Reflective thinking
<p>Unit 3 - Towards Independence: Was Singapore An 'Accidental Nation'?</p>	<p>Chapter 5: Did the Japanese Occupation change the way people viewed Singapore?</p> <ul style="list-style-type: none"> People's views towards Singapore in the first half of the 20th century <ul style="list-style-type: none"> Views towards Singapore as 'home' <ul style="list-style-type: none"> Affinity towards country of origin Sense of belonging to Singapore Views of the British as rulers of Singapore <ul style="list-style-type: none"> British superiority Views of Singapore as an 'impregnable fortress' People's experiences during the Japanese Occupation and post-war British rule <ul style="list-style-type: none"> British failure to defend Singapore Life under the Japanese <ul style="list-style-type: none"> Anti-Western Propaganda Rule of fear Deprivation 	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> describe people's views towards Singapore before the Japanese Occupation describe / *explain how people's experiences during the Japanese Occupation and post-war British rule affected people's views towards Singapore describe / *explain how people's views towards Singapore changed or remained the same after the Japanese Occupation identify and understand key words in the inquiry question gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question <p>Values and Attitudes</p>	<ul style="list-style-type: none"> Government Sense of belonging Defence Propaganda 	<ul style="list-style-type: none"> Change and Continuity I <p><u>Rationale:</u> Enables students to understand that</p> <ul style="list-style-type: none"> something or someone causes change to take place. in order to know whether a change has taken place, a comparison has to be made across a given time period. a common basis or a criterion 	<p>SQ Skills focus (Exp): Identifying and explaining aspects of change and aspects of continuity</p> <p>SQ Skills focus (NA): Identifying and describing aspects of change and aspects of continuity</p> <p>SBQ Skills focus:</p> <ul style="list-style-type: none"> Comprehend and extract relevant information 	<p>21st CC</p> <ul style="list-style-type: none"> Global awareness Manage information effectively Communicate effectively Reflective thinking

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Unit	Key Knowledge	Learning Outcomes	Content Concepts	Practising History		MOE Initiatives
				Historical Concepts	Historical Skills	
	<ul style="list-style-type: none"> ▪ Life under the post-war British rule <ul style="list-style-type: none"> ○ Shortages of food, housing ○ Unemployment, strikes • Impact of the Japanese Occupation and post-war British rule on people's views towards Singapore <ul style="list-style-type: none"> ▪ Views towards Singapore as 'home' <ul style="list-style-type: none"> ○ Rise of political awareness ▪ Views of the British as rulers of Singapore <ul style="list-style-type: none"> ○ Diminishing respect for the British ▪ Views of Singapore as an 'impregnable fortress' <ul style="list-style-type: none"> ○ Singapore's vulnerability 	<ul style="list-style-type: none"> • develop an appreciation of the vulnerability of Singapore's position as a country within the global arena • 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 • value self-determination and independence from foreign rule 		<ul style="list-style-type: none"> • needs to be used to make a comparison across a given time period. • change takes place when something is different from its original state. • if things remain largely the same, we call this continuity. 	<ul style="list-style-type: none"> from sources to make inferences 	
	<p>Chapter 6: What were people's aspirations for Singapore after 1945?</p> <ul style="list-style-type: none"> • Overview of the political developments in Singapore (1945-1959) <ul style="list-style-type: none"> ▪ Constitutional changes in Singapore (1945-1959) ▪ <i>*Reasons for constitutional changes</i> • Search for independence <ul style="list-style-type: none"> ▪ Road to self-government, 1959 <ul style="list-style-type: none"> ○ <i>*Singapore Progressive Party</i> ○ Labour Front ○ People's Action Party ○ Workers' Unions ○ <i>*Students' Movement</i> ▪ Merger with Malaya, 1963 <ul style="list-style-type: none"> ○ Support for merger ○ Opposition to merger ▪ Separation from Malaysia and independence, 1965 <p><i>* Optional and non-examinable for Normal (Academic) Course</i></p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • describe the constitutional developments in Singapore after 1945 • identify the role of global forces in influencing political developments in Singapore • describe / <i>*explain</i> how the different political parties and their proponents sought to gain support from the people in their struggle for independence • identify and understand key words in the inquiry question • gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question <p>Values and Attitudes</p> <ul style="list-style-type: none"> • 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 • value the importance of independence from foreign rule 	<ul style="list-style-type: none"> • Constitution • Election • Self-Government • Merger • Independence 	<ul style="list-style-type: none"> • Diversity II <p><u>Rationale:</u> Enables students to understand that</p> <ul style="list-style-type: none"> • we need to make generalisations in history • 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 	<p>SQ Skills focus (Exp): Identify and explain factors</p> <p>SQ Skills focus (NA): Identify and describe factors</p> <p>SBQ Skills focus:</p> <ul style="list-style-type: none"> • Comprehend and extract relevant information from sources to make inferences 	<p>21st CC</p> <ul style="list-style-type: none"> • Global awareness • Manage information effectively • Communicate effectively • Reflective thinking
<p>Unit 4 – Singapore's First Decade (1965-1975): How Did Life Change?</p>	<p>Chapter 7: What did independence mean for Singapore?</p> <ul style="list-style-type: none"> • Singapore is out of Malaysia! <ul style="list-style-type: none"> ▪ Political leaders' reactions ▪ Local peoples' reactions ▪ <i>* Reactions of leaders and media from other countries</i> <ul style="list-style-type: none"> ○ <i>Indonesia, Malaysia</i> ○ <i>Britain, Australia</i> ▪ Challenges to Singapore and her people <ul style="list-style-type: none"> ○ Concerns over internal and external security ○ Concerns over Singapore's economic survival 	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • describe the different reactions towards an independent Singapore • describe / <i>*explain</i> the challenges facing an independent Singapore and its people • identify and understand key words in the inquiry question • gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question 	<ul style="list-style-type: none"> • Sovereignty • Independence • Citizenship • Diplomacy 	<p>Historical Significance</p> <p><u>Rationale:</u> Enables students to understand that</p> <ul style="list-style-type: none"> • historians pay attention to certain events or personalities in the past that is 	<p>SBQ Skills focus:</p> <ul style="list-style-type: none"> • Comprehend and extract relevant information from sources to make inferences 	<ul style="list-style-type: none"> • NE – Citizenship • Active contributor • Concerned citizen <p>21st CC</p> <ul style="list-style-type: none"> • Global awareness • Manage

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Unit	Key Knowledge	Learning Outcomes	Content Concepts	Practising History		MOE Initiatives
				Historical Concepts	Historical Skills	
	<ul style="list-style-type: none"> Concerns over citizenship issues <p><i>* Optional and non-examinable for Normal (Academic) Course</i></p>	<p>Values and Attitudes</p> <ul style="list-style-type: none"> develop an appreciation of the vulnerability of Singapore's position as a country within a global arena cultivate a willingness to be resilient under adverse circumstances and desire to overcome the odds that Singapore may face in the future 		<ul style="list-style-type: none"> significant 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) 		<ul style="list-style-type: none"> information effectively Communicate effectively Reflective thinking
	<p>Chapter 8: How far were people's lives transformed after independence?</p> <ul style="list-style-type: none"> Embracing being Singaporean <ul style="list-style-type: none"> From Negara-ku to Majulah Singapura <ul style="list-style-type: none"> The importance of the National Symbols From British Far East Command to Singapore Armed Forces (SAF) <ul style="list-style-type: none"> The establishment of the Ministry of the Interior and Defence (MID) The setting up of a citizen-based armed forces and the beginning conscription of citizens for National Service in 1967. People's reactions to, and experiences of serving National Service. Singapore's Economic Transformation: From Trading Port to Diversified Economy <ul style="list-style-type: none"> Developing an export-oriented economy. Developing infrastructure Developing the banking/finance and tourism industries. Change in Standard of Living: From Shophouses, Squatters and Kampongs to HDB Flats <ul style="list-style-type: none"> Living Conditions in the Shophouses and Squatters The Need for Public Housing and the establishment of the Housing Development Board People's reactions to resettlement People's reactions to moving into HDB flats 	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> describe / *explain the conditions in Singapore that made policies to improve the conditions necessary interpret people's opinions about the policy changes in Singapore to deepen understanding of the adjustments people had to make after independence identify and understand key words in the inquiry question gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question <p>Values and Attitudes</p> <ul style="list-style-type: none"> develop an appreciation of the vulnerability of Singapore's position as a country within a global arena cultivate a willingness to be resilient under adverse circumstances and desire to overcome the odds that Singapore may face in the future 	<ul style="list-style-type: none"> Identity Defence Economy Development Housing 	<p>Change and Continuity</p> <p><u>Rationale:</u> enable students to understand that</p> <ul style="list-style-type: none"> people and society undergo changes, yet at the same time there may be aspects that remain the same (continuity); these changes and continuities can be described in terms of their pace and extent. 	<p>SQ Skills Focus: Substantiation of an Argument</p> <ul style="list-style-type: none"> State a stand, explain the rationale of this stand, and provide evidence to support the stand. 	<p>21st CC</p> <ul style="list-style-type: none"> Global awareness Manage information effectively Communicate effectively 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 style="list-style-type: none"> • 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 • an information sheet for a group of exchange students about the reasons why people came to colonial Singapore • a webpage on changes in peoples' views towards Singapore before and after

ASSESSMENT MODE	PURPOSE	EXAMPLES
		the Japanese Occupation <ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Inference questions • Compare and contrast questions • 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.	<ul style="list-style-type: none"> • Questions on Identifying factors • Questions on describing factors • 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.	<ul style="list-style-type: none"> • Individual Contribution • Group Contribution • 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 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) <ul style="list-style-type: none"> Sub-question (a) requires students to demonstrate their skill of comprehension and inference [worth 4 marks] Sub-question (b) requires students to demonstrate their skills of inference [worth 5 marks] Sub-question (c) requires students to demonstrate their compare and contrast skills [worth 6 marks] Mark using LORMS	15% per set of questions	30 min
	Structured Question	1 question (with 2 sub-parts, worth 10 marks) <ul style="list-style-type: none"> Sub-question (a) requires students to identify 3 causal factors of a historical event or issue [worth 3 marks] Sub-question (b) requires students to describe the causal factors identified in sub-question (a) [worth 7 marks] 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. Either <ul style="list-style-type: none"> Unit 1: What was Singapore like before 1819? Or <ul style="list-style-type: none"> 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 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) <ul style="list-style-type: none"> Sub-question (a) requires students to demonstrate their skills of comprehension and inference [worth 4 marks] Sub-question (b) requires students to demonstrate their skills of inference [worth 5 marks] Sub-question (c) requires students to demonstrate their compare and contrast skills, [worth 6 marks] Mark using LORMS	15% per set of questions	30 min
	Structured Question	1 set of questions (with 2 sub-questions, worth 10 marks) <ul style="list-style-type: none"> Sub-question (a) requires students to identify 3 causal factors of a historical event or issue [worth 3 marks] Sub-question (b) requires students to explain the causal factors of the historical event or issue [worth 7 marks] 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. Either <ul style="list-style-type: none"> Unit 3: Did the Japanese Occupation bring about changes in the lives of teenagers? Or <ul style="list-style-type: none"> Unit 4: What should be remembered about Singapore in the 1960s and the 1970s? 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 Source-Based Question	1 set of questions (with 4 sources and 3 sub-questions, worth a total of 15 marks) <ul style="list-style-type: none"> Sub-question (a) requires students to demonstrate their skills of comprehension and inference [worth 4 marks] Sub-question (b) requires students to demonstrate their skills of inference [worth 5 marks] Sub-question (c) requires students to demonstrate their compare and contrast skills [worth 6 marks] <p>Mark using LORMS</p>	15% per set of questions	30 min
	Section B Structured Question	Set 3 questions (students to choose 2 out of 3 questions to answer) <p>Each set of questions has 2 sub-parts, worth 10 marks</p> <ul style="list-style-type: none"> 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
		<p>[worth 3 marks]</p> <ul style="list-style-type: none"> Sub-question (b) requires students to describe the causal factors identified in sub-question (a) [worth 7 marks] <p>Mark using LORMS except for sub-question (a) which is marked by point marking.</p>		
Sec Two Express	Section A Source-Based Question	<p>1 set of questions (with 4 sources and 3 sub-questions, worth a total of 15 marks)</p> <ul style="list-style-type: none"> Sub-question (a) requires students to demonstrate their skills of comprehension and inference [worth 4 marks] Sub-question (b) requires students to demonstrate their skills of inference [worth 5 marks] Sub-question (c) requires students to demonstrate their compare and contrast skills [worth 6 marks] <p>Mark using LORMS</p>	15% per set of questions	30 min
	Section B Structured Question	<p>Set 3 questions (students to choose 2 out of 3 questions to answer)</p> <p>Each set of questions has 2 sub-parts, worth 10 marks</p> <ul style="list-style-type: none"> Sub-question (a) requires students to identify 3 causal factors of a historical event or issue [worth 3 marks] Sub-question (b) requires students to explain the causal factors identified in sub-question (a) [worth 7 marks] <p>Mark using LORMS except for sub-question (a) which is marked by point marking.</p>	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 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) <ul style="list-style-type: none"> Sub-question (a) requires students to demonstrate their skills of comprehension and inference [worth 4 marks] Sub-question (b) requires students to demonstrate their skill of inference [worth 5 marks] Sub-question (c) requires students to demonstrate their 	15% per set of questions	30 min

Level	Assessment Mode	Suggested Examples	Suggested Weighting	Suggested Duration
		<p>compare and contrast skills worth [6 marks]</p> <p>Mark using LORMS</p>		
	Structured Question	<p>1 question (with 2 sub-parts, worth 10 marks)</p> <ul style="list-style-type: none"> Sub-question (a) requires students to identify 3 causal factors of a historical event or issue [worth 3 marks] Sub-question (b) requires students to describe the causal factors identified in sub-question (a) [worth 7 marks] <p>Mark using LORMS except for sub-question (a) which is marked by point marking.</p>	10% per set of questions	20 min
	Historical Investigation	<p>Students to conduct one HI per academic year.</p> <p>Either</p> <ul style="list-style-type: none"> Unit 1: What was Singapore like before 1819? <p>Or</p> <ul style="list-style-type: none"> Unit 2: Why were pastimes a part of people's lives in colonial Singapore before World War Two? <p>Mark using rubrics</p>	30%	15 periods
Sec Two Normal (Academic)	Chapter Task	<p>Refer to the Chapter Tasks in Chapters 5 to 8 of the coursebook</p> <p>Mark using rubrics</p>	10% per task	Outside curriculum time
	Source-Based Question	<p>1 set of questions (with 4 sources and 3 sub-questions, worth total of 15 marks)</p> <ul style="list-style-type: none"> Sub-question (a) requires students to demonstrate their skills of comprehension and inference [worth 4 marks] Sub-question (b) requires students to demonstrate their skills of inference [worth 5 marks] Sub-question (c) requires students to demonstrate their compare and contrast skills [worth 6 marks] <p>Mark using LORMS</p>	15% per set of questions	30 min
	Structured Question	<p>1 question (with 2 sub-parts, worth 10 marks)</p>	10% per set of questions	20 min

Level	Assessment Mode	Suggested Examples	Suggested Weighting	Suggested Duration
		<ul style="list-style-type: none"> Sub-question (a) requires students to identify 3 causal factors of a historical event or issue [worth 3 marks] Sub-question (b) requires students to describe the causal factors identified in sub-question (a) [worth 7 marks] <p>Mark using LORMS except for sub-question (a) which is marked by point marking.</p>		
	Historical Investigation	<p>Students to conduct one HI per academic year.</p> <p>Either</p> <ul style="list-style-type: none"> Unit 3: Did the Japanese Occupation bring about changes in the lives of teenagers? <p>Or</p> <ul style="list-style-type: none"> Unit 4: What should be remembered about Singapore in the 1960s and the 1970s? <p>Mark using rubrics.</p>	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 Source-Based Question	<p>1 set of questions (with 4 sources and 3 sub-questions, worth a total of 15 marks)</p> <ul style="list-style-type: none"> Sub-question (a) requires students to demonstrate their skills of comprehension and inference [worth 4 marks] Sub-question (b) requires students to demonstrate their skills of inference [worth 5 marks] Sub-question (c) requires students to demonstrate their compare and contrast skills [worth 6 marks] <p>Mark using LORMS</p>	15% per set of questions	30 min
	Section B Structured Questions	<p>Set 3 questions (students to choose 2 out of 3 questions to answer)</p> <p>Each set of questions has 2 sub-parts, worth 10 marks</p> <ul style="list-style-type: none"> Sub-question (a) requires students to identify 3 causal factors of a historical event or issue [worth 3 marks] Sub-question (b) requires students to describe the causal factors identified in sub-question (a) [worth 7 marks] <p>Mark using LORMS except for sub-question (a) which is marked by point marking.</p>	10% x 2 = 20%	40 min
Sec Two Normal (Academic)	Section A Source-Based Question	<p>1 set of questions (with 4 sources and 3 sub-questions, worth a total of 15 marks)</p> <ul style="list-style-type: none"> Sub-question (a) requires students to demonstrate their skills of comprehension and inference [worth 4 marks] 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
		<ul style="list-style-type: none"> Sub-question (c) requires students to demonstrate their compare and contrast skills [worth 6 marks] <p>Mark using LORMS</p>		
	Section B Structured Question	<p>Set 3 questions (students to choose 2 out of 3 questions to answer)</p> <p>Each set of questions has 2 sub-parts, worth 10 marks</p> <ul style="list-style-type: none"> Sub-question (a) requires students to identify 3 causal factors of a historical event or issue [worth 3 marks] Sub-question (b) requires students to describe the causal factors identified in sub-question (a) [worth 7 marks] <p>Mark using LORMS except for sub-question (a) which is marked by point marking.</p>	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 (i) Individual research (4 marks) and (ii) Individual analysis (6 marks)	10

Assessment	Components	Submission	Marks
		Group Contribution comprising (iii) Group's understanding of HI inquiry question (4 marks) and (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) (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)	<p>Understand the HI question.</p> <p>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.</p>	<p>(4 marks)</p> <ul style="list-style-type: none"> 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. 		<p>(2 marks)</p> <ul style="list-style-type: none"> The group shows partial understanding of the HI question, and requires more monitoring and guidance from the teacher to identify the key terms.
	<p>Select relevant evidence from individuals' contributions to construct a group's conclusion to the HI question.</p>	<p>(6 marks)</p> <ul style="list-style-type: none"> The group selects evidence that are relevant and strongly support the group's conclusion. 	<p>(4 marks)</p> <ul style="list-style-type: none"> The group selects evidence that are mostly relevant and support the group's conclusion. 	<p>(2 marks)</p> <ul style="list-style-type: none"> 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	<p>(4 marks)</p> <ul style="list-style-type: none"> All the information identified by this group member is relevant evidence for helping to answer the HI question. 	<p>(3 marks)</p> <ul style="list-style-type: none"> Most of the information identified by this group member is relevant evidence for helping to answer the HI question. 	<p>(2 marks)</p> <ul style="list-style-type: none"> This group member has made some attempts to ensure that the information selected is relevant to the HI question. 	<p>(1 mark)</p> <ul style="list-style-type: none"> 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.			<p>(2 marks)</p> <ul style="list-style-type: none"> This group member has properly acknowledged all or most of the selected information. 	<p>(1 mark)</p> <ul style="list-style-type: none"> 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.	<p>(4 marks)</p> <ul style="list-style-type: none"> The group member is able to come up with inferences, and support them with suitable evidence from the sources. The group member is able to show how these inferences are relevant to answering the HI question. 	<p>(3 marks)</p> <ul style="list-style-type: none"> The group member is able to come up with inferences, and support them with suitable evidence from the sources. The group member does not show how these inferences are relevant to answering the HI question. 	<p>(2 marks)</p> <ul style="list-style-type: none"> The group member is able to come up with inferences, but does not support them with suitable evidence from the sources. The group member does not show how these inferences are relevant to answering the HI question. 	<p>(1 mark)</p> <ul style="list-style-type: none"> The group member describes information from the sources, but does not come up with inferences.

RESTRICTED

Students should be able to:		A	B	C	D
Group's End Product (10 marks)	Show clear organisation in the end product.	<p>(4 marks)</p> <ul style="list-style-type: none"> The group's ideas are logically and clearly arranged to support the group's arguments. All parts of the end product's presentation show clear linkages to each other. 	<p>(3 marks)</p> <ul style="list-style-type: none"> The group's ideas are arranged with some clarity to support the group's arguments. Most parts of the end product's presentation show clear linkages to each other. 	<p>(2 marks)</p> <ul style="list-style-type: none"> The group shows some attempt to arrange their ideas though with little clarity to support the group's arguments. Some parts of the end product's presentation show linkages to each other. 	<p>(1 mark)</p> <ul style="list-style-type: none"> The group has not arranged their ideas in a logical manner. 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	<p>(6 marks)</p> <ul style="list-style-type: none"> The group's ideas are clear and convincingly supported by relevant evidence. 	<p>(4 marks)</p> <ul style="list-style-type: none"> The group's ideas are clear and generally supported by relevant evidence. 	<p>(2 marks)</p> <ul style="list-style-type: none"> 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 20th 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 20th Century? Explain your answer.

[5m]

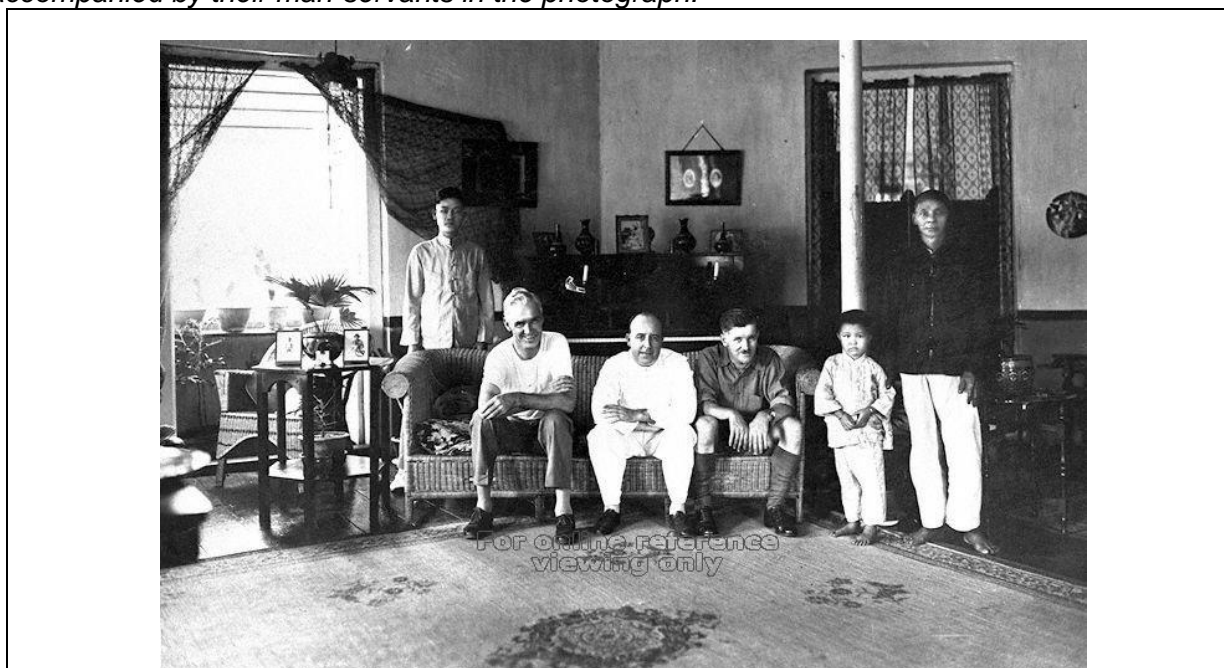
(c) Study Sources B and C.

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. <i>NLB Infopedia: Chinese Coolies.</i> http://infopedia.nl.sg/articles/SIP_87_2004-12-15.html
Source C	©	Victor Purcell, 1948. <i>The Chinese in Malaya.</i> 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 20th 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 19th and early 20th Centuries. [3m]
- (b) Describe the reasons people were attracted to come to Singapore during the 19th and early 20th Centuries. [7m]

- 2 (a) State three reasons why people in Asia were forced to leave their home countries during the 19th and early 20th 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]

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?

<p>Overview 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.</p>	<p>Making Connections 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.</p>
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Key Knowledge	Learning Outcomes	Concepts
<p>How is knowledge of Singapore’s early past constructed?</p> <ul style="list-style-type: none"> • What is History? • Role of History and Historians in constructing knowledge of the past • How do historians construct knowledge of the past? <ul style="list-style-type: none"> ▪ Asking questions about the past ▪ Gathering sources of information <ul style="list-style-type: none"> ○ Types of sources – written accounts, pictorial record, artefacts ○ Role and nature of primary and secondary sources ▪ Examining sources <ul style="list-style-type: none"> ○ Making inferences ○ Obtaining evidence from sources ○ Importance of chronology to history and historians ▪ Forming conclusions <ul style="list-style-type: none"> ○ Providing evidence to support conclusions ▪ Sources on early Singapore before 1819 	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • understand the role and importance of chronology, sources, and evidence, in history and to the historians • draw a timeline of the important events in Singapore’s early past - from the 14th to the early 19th century • 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 • understand Singapore’s role within the region’s maritime trade route during the 14th-19th centuries. • describe how Sir Stamford Raffles founded Singapore in the 19th century. • identify and understand key words in the inquiry question • gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question 	<p><u>Content concepts</u> Archaeology History Colonisation Trade Maritime kingdoms</p> <p><u>Historical concepts</u> Chronology Sources Evidence</p>

Key Knowledge	Learning Outcomes	Concepts
<ul style="list-style-type: none"> ○ Written accounts ○ Map ○ Archaeological sources <p>What can historical evidence tell us about Singapore's connections with the world up to the 19th century?</p> <ul style="list-style-type: none"> • Trade across time and cultures <ul style="list-style-type: none"> ▪ The earliest connection among countries in the world • Singapore and trade <ul style="list-style-type: none"> ▪ Overview of Singapore's connections with the world • Singapore and Asian Trade situation before the 14th century <ul style="list-style-type: none"> ▪ Trade in Asia before the 14th century ▪ Rise of Maritime kingdoms in Southeast Asia from the 1st to 14th centuries • Rise of Temasek in the 14th century <ul style="list-style-type: none"> ▪ Fall of the kingdom of Srivijaya ▪ Role of Temasek as an entrepot ▪ Advantages of monsoons to Temasek ▪ Role of Sang Utama and the Orang Laut • Singapore's connections with the world during the 13th to 15th centuries <ul style="list-style-type: none"> ▪ Evidence of connections with the world – Written accounts and artefacts • Singapore's connections with the world from the 15th to 19th centuries <ul style="list-style-type: none"> ▪ Singapore's connections with Melaka (15th to 16th centuries) ▪ Singapore's connections with the Johor-Riau Sultanate (16th to early 19th centuries) ▪ Singapore's connections with the Portuguese and the Dutch (16th to early 19th centuries) • Singapore's connections with the world in the 19th century. <ul style="list-style-type: none"> ▪ Singapore's founding as a British trading settlement in 1819 	<p>Values and Attitudes</p> <ul style="list-style-type: none"> • appreciate that sources could be further understood from a study of its background information • appreciate the importance of the past in understanding the present 	

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

Overview

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

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
<p>Why did people come to colonial Singapore before World War Two?</p> <ul style="list-style-type: none"> • Who were the people that came to Singapore in the 19th and Early 20th Centuries? • Mass migration in the 19th Century – why did it happen? <ul style="list-style-type: none"> ▪ What is migration? ▪ Reasons for the mass migration in the 19th Century <ul style="list-style-type: none"> ○ The Industrial Revolution ○ The End of Slave Trade ○ The Opening of the Suez Canal in 1869 • Reasons for coming to Singapore <ul style="list-style-type: none"> ▪ Push factors <ul style="list-style-type: none"> ○ Poverty and starvation ○ Unrest and instability ▪ Pull factors <ul style="list-style-type: none"> ○ Better trade and business opportunities ○ Better job prospects 	<p><i>Students will be able to</i></p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • inquire into the causes for human migration in consideration of global events, regional factors as well as personal reasons • extract and record information from a range of accounts to explain reasons for migration • identify / describe the similarities and differences in the lives of the various communities living in colonial Singapore • identify and understand key words in the inquiry question • gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question <p>Values and Attitudes</p> <ul style="list-style-type: none"> • 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 • appreciate the sacrifices made by the early immigrants to 	<p><u>Content concepts</u></p> <p>Colonial rule Community Migration Livelihood Community Pastimes Living Conditions</p> <p><u>Historical concepts</u></p> <p>Causation Diversity</p>

Key Knowledge	Learning Outcomes	Concepts
<p>How was life different for the various people in colonial Singapore before World War Two?</p> <ul style="list-style-type: none"> • Experiences of the various people in Colonial Singapore <ul style="list-style-type: none"> ▪ Living Conditions <ul style="list-style-type: none"> ○ Sanitation ○ Housing ▪ Employment <ul style="list-style-type: none"> ○ Types of jobs ▪ Leisure and Entertainment <ul style="list-style-type: none"> ○ Activities ○ Vices ▪ Community Ties <ul style="list-style-type: none"> ○ Relations within the community ○ Relations with other communities 	<p>the development of Singapore</p> <ul style="list-style-type: none"> • 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 • appreciate the rich cultural diversity of the people in Singapore 	

Unit 3 - Towards Independence: Was Singapore An 'Accidental Nation'?

<p>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.</p>	<p>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.</p>
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Key Knowledge	Learning Outcomes	Concepts
<p>Did the Japanese Occupation change the way people viewed Singapore?</p> <ul style="list-style-type: none"> • Views of people towards Singapore in the first half of the 20th century <ul style="list-style-type: none"> ▪ Views towards Singapore as ‘home’ <ul style="list-style-type: none"> ○ Affinity towards country of origin ○ Sense of belonging to Singapore ▪ Views of the British as rulers of Singapore <ul style="list-style-type: none"> ○ British superiority ▪ Views of Singapore as an ‘impregnable fortress’ • People’s experiences during the Japanese Occupation and post-war British rule <ul style="list-style-type: none"> ▪ British failure to defend Singapore ▪ Life under the Japanese <ul style="list-style-type: none"> ○ Anti-Western Propaganda ○ Rule of fear ○ Deprivation ▪ Life under the post-war British rule <ul style="list-style-type: none"> ○ Shortages of food, housing ○ Unemployment, strikes 	<p><i>Students will be able to</i></p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • describe people’s views towards Singapore before the Japanese Occupation • <i>explain</i> how people’s experiences during the Japanese Occupation and post-war British rule affected people’s views towards Singapore • <i>explain</i> how people’s views towards Singapore changed or remained the same after the Japanese Occupation • describe the constitutional developments in Singapore after 1945 • identify the role of global forces in influencing political developments in Singapore • explain how the different political parties and their proponents sought to gain support from the people in their struggle for independence • identify and understand key words in the inquiry question • gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question 	<p><u>Content concepts</u> Government Sense of belonging Defence Propaganda Constitution Election Self-Government Merger Independence</p> <p><u>Historical concepts</u> Change and Continuity Diversity</p>

Key Knowledge	Learning Outcomes	Concepts
<ul style="list-style-type: none"> • Impact of the Japanese Occupation and post-war British rule on people's views towards Singapore <ul style="list-style-type: none"> ▪ Views towards Singapore as 'home' <ul style="list-style-type: none"> ○ Rise of political awareness ▪ Views of the British as rulers of Singapore <ul style="list-style-type: none"> ○ Diminishing respect for the British ▪ Views of Singapore as an 'impregnable fortress' <ul style="list-style-type: none"> ○ Singapore's vulnerability <p>What were people's aspirations for Singapore after 1945?</p> <ul style="list-style-type: none"> • Overview of the political developments in Singapore (1945-1959) <ul style="list-style-type: none"> ▪ Constitutional <i>changes in Singapore (1945-1959)</i> ▪ Reasons for constitutional changes • Search for independence <ul style="list-style-type: none"> ▪ Road to self-government, 1959 <ul style="list-style-type: none"> ○ Singapore Progressive Party ○ Labour Front ○ People's Action Party ○ Workers' Unions ○ Students' Movement ▪ Merger with Malaya, 1963 <ul style="list-style-type: none"> ○ Support for proposed Merger ○ Opposition to proposed Merger ▪ Separation from Malaysia and independence, 1965 	<p>Values and Attitudes</p> <ul style="list-style-type: none"> • develop an appreciation for the vulnerability of Singapore's position as a country within the global arena • show empathy in the hardships faced by the people in the past • understand how external events shape thinking and value systems at different times and space • value self-determination and independence from foreign rule 	

Unit 4 – Singapore’s First Decade (1965-1975): How Did Life Change?

Overview

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

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
<p>What did independence mean for Singapore?</p> <ul style="list-style-type: none"> • Singapore is out of Malaysia! <ul style="list-style-type: none"> ▪ Political leaders’ reactions ▪ Local peoples’ reactions ▪ <i>Reactions of leaders and media from other countries</i> <ul style="list-style-type: none"> ○ <i>Indonesia, Malaysia</i> ○ <i>Britain, Australia</i> ▪ <i>Challenges to Singapore and her people</i> <ul style="list-style-type: none"> ○ Concerns over internal and external security ○ Concerns over Singapore’s economic survival ○ Concerns over citizenship issues <p>How far were people’s lives transformed after independence?</p> <ul style="list-style-type: none"> • Embracing being Singaporean <ul style="list-style-type: none"> ▪ From Negara-ku to Majulah Singapura <ul style="list-style-type: none"> ○ The importance of the National Symbols ▪ From British Far East Command to Singapore Armed Forces (SAF) <ul style="list-style-type: none"> ○ The establishment of the Ministry of the Interior and 	<p><i>Students will be able to:</i></p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • describe the different reactions towards an independent Singapore • describe / explain the challenges facing an independent Singapore and its people • describe / explain the conditions in Singapore that made policies to improve the conditions necessary • interpret people’s opinions about the policy changes in Singapore to deepen understanding of the adjustments people had to make after independence • identify and understand key words in the inquiry question • gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question <p>Values and Attitudes</p> <ul style="list-style-type: none"> • develop an appreciation of the vulnerability of Singapore’s 	<p><u>Content concepts</u></p> <p>Sovereignty Independence Citizenship Diplomacy Identity Defence Economy Development Housing</p> <p><u>Historical concepts</u></p> <p>Historical Significance Change and continuity</p>

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Key Knowledge	Learning Outcomes	Concepts
<p>Defence (MID)</p> <ul style="list-style-type: none"> ○ The setting up of a citizen-based armed forces and the beginning conscription of citizens for National Service in 1967. ○ People’s reactions to, and experiences of serving National Service. <ul style="list-style-type: none"> • Singapore’s Economic Transformation: From Trading Port to Diversified Economy <ul style="list-style-type: none"> ▪ Developing an export-oriented economy. ▪ Developing infrastructure ▪ Developing the banking/finance and tourism industries. • Change in Standard of Living: From Shophouses, Squatters and Kampongs to HDB Flats <ul style="list-style-type: none"> ▪ Living Conditions in the Shophouses and Squatters ▪ The Need for Public Housing and the establishment of the Housing Development Board ▪ People’s reactions to resettlement ▪ People’s reactions to moving into HDB flats 	<p>position as a country within a global arena</p> <ul style="list-style-type: none"> • 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

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

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 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
<p>How is knowledge of Singapore’s early past constructed?</p> <ul style="list-style-type: none"> • What is History? • Role of History and Historians in constructing knowledge of the past • How do historians construct knowledge of the past? <ul style="list-style-type: none"> ▪ Asking questions about the past ▪ Gathering sources of information <ul style="list-style-type: none"> ○ Types of sources – written accounts, pictorial record, artefacts ○ Role and nature of primary and secondary sources ▪ Examining sources <ul style="list-style-type: none"> ○ Making inferences ○ Obtaining evidence from sources ○ Importance of chronology to history and historians ▪ Forming conclusions <ul style="list-style-type: none"> ○ Providing evidence to support conclusions 	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • understand the role and importance of chronology, sources, and evidence, in history and to the historians • draw a timeline of the important events in Singapore’s early past - from the 14th to the early 19th century • 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 • understand Singapore’s role within the region’s maritime trade route during the 14th-19th centuries. • describe how Sir Stamford Raffles founded Singapore in the 19th century. • identify and understand key words in the inquiry question • gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question 	<p><u>Content concepts</u> Archaeology History Colonisation Trade Maritime kingdoms</p> <p><u>Historical concepts</u> Chronology Sources Evidence</p>

Key Knowledge	Learning Outcomes	Concepts
<ul style="list-style-type: none"> ▪ Sources on early Singapore before 1819 <ul style="list-style-type: none"> ○ Written accounts ○ Map ○ Archaeological sources <p>What can historical evidence tell us about Singapore's connections with the world up to the 19th century?</p> <ul style="list-style-type: none"> • <i>*Trade across time and cultures</i> <ul style="list-style-type: none"> ▪ <i>*The earliest connection among countries in the world</i> • Singapore and trade <ul style="list-style-type: none"> ▪ Overview of Singapore's connections with the world • <i>*Singapore and Asian Trade situation before the 14th century</i> <ul style="list-style-type: none"> ▪ <i>*Trade in Asia before the 14th century</i> ▪ Rise of Maritime kingdoms in Southeast Asia from the 1st to 14th centuries. • Rise of Temasek in the 14th century <ul style="list-style-type: none"> ▪ Fall of the kingdom of Srivijaya ▪ Role of Temasek as an entrepot ▪ Advantages of monsoons to Temasek ▪ Role of Sang Utama and the Orang Laut • Singapore's connections with the world during the 13th to 15th centuries <ul style="list-style-type: none"> ▪ Evidence of connections with the world – Written accounts and artefacts • Singapore's connections with the world from the 15th to 19th centuries <ul style="list-style-type: none"> ▪ Singapore's connections with Melaka (15th to 16th centuries) ▪ <i>*Singapore's connections with the Johor-Riau Sultanate (16th to early 19th centuries)</i> ▪ <i>*Singapore's connections with the Portuguese and the Dutch (16th to early 19th centuries)</i> • Singapore's connections with the world in the 19th century. <ul style="list-style-type: none"> ▪ Singapore's founding as a British trading settlement in 1819 <p><i>*Optional and non-examinable for Normal (Academic) Course</i></p>	<p>Values and Attitudes</p> <ul style="list-style-type: none"> • appreciate that sources could be further understood from a study of its background information • appreciate the importance of the past in understanding the present 	

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

Overview

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

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
<p>Why did people come to colonial Singapore before World War Two?</p> <ul style="list-style-type: none"> • Who were the people that came to Singapore in the 19th and Early 20th Centuries? • Mass migration in the 19th Century – why did it happen? <ul style="list-style-type: none"> ▪ What is migration? ▪ *Reasons for the mass migration in the 19th Century <ul style="list-style-type: none"> ○ *The Industrial Revolution ○ *The End of Slave Trade ○ *The Opening of the Suez Canal in 1869 • Reasons for coming to Singapore <ul style="list-style-type: none"> ▪ Push factors <ul style="list-style-type: none"> ○ Poverty and starvation ○ Unrest and instability ▪ Pull factors <ul style="list-style-type: none"> ○ Better trade and business opportunities ○ Better job prospects 	<p><i>Students will be able to</i></p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • inquire into the causes for human migration in consideration of global events, regional factors as well as personal reasons • extract and record information from a range of accounts to explain reasons for migration • identify / describe the similarities and differences in the lives of the various communities living in colonial Singapore • identify and understand key words in the inquiry question • gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question <p>Values and Attitudes</p> <ul style="list-style-type: none"> • 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 	<p><u>Content concepts</u></p> <p>Colonial rule Community Migration Livelihood Community Pastimes Living Conditions</p> <p><u>Historical concepts</u></p> <p>Causation Diversity</p>

Key Knowledge	Learning Outcomes	Concepts
<p>How was life different for the various people in colonial Singapore before World War Two?</p> <ul style="list-style-type: none"> • Experiences of the various people in Colonial Singapore <ul style="list-style-type: none"> ▪ Living Conditions <ul style="list-style-type: none"> ○ Sanitation ○ Housing ▪ Employment <ul style="list-style-type: none"> ○ Types of jobs ▪ Leisure and Entertainment <ul style="list-style-type: none"> ○ Activities ○ Vices ▪ Community Ties <ul style="list-style-type: none"> ○ Relations within the community ○ Relations with other communities <p><i>* Optional and non-examinable for Normal (Academic) Course</i></p>	<ul style="list-style-type: none"> • appreciate the sacrifices made by the early immigrants to the development of Singapore • 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 • 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
<p>Did the Japanese Occupation change the way people viewed Singapore?</p> <ul style="list-style-type: none"> • Views of people towards Singapore in the first half of the 20th century <ul style="list-style-type: none"> ▪ Views towards Singapore as ‘home’ <ul style="list-style-type: none"> ○ Affinity towards country of origin ○ Sense of belonging to Singapore ▪ Views of the British as rulers of Singapore <ul style="list-style-type: none"> ○ British superiority ▪ Views of Singapore as an ‘impregnable fortress’ • People’s experiences during the Japanese Occupation and post-war British rule <ul style="list-style-type: none"> ▪ British failure to defend Singapore ▪ Life under the Japanese <ul style="list-style-type: none"> ○ Anti-Western Propaganda ○ Rule of fear ○ Deprivation ▪ Life under the post-war British rule <ul style="list-style-type: none"> ○ Shortages of food, housing ○ Unemployment, strikes 	<p><i>Students will be able to</i></p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • describe people’s views towards Singapore before the Japanese Occupation • describe how people’s experiences during the Japanese Occupation and post-war British rule affected people’s views towards Singapore • describe how people’s views towards Singapore changed or remained the same after the Japanese Occupation • describe the constitutional developments in Singapore after 1945 • identify the role of global forces in influencing political developments in Singapore • describe how the different political parties and their proponents sought to gain support from the people in their struggle for independence • identify and understand key words in the inquiry question • gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question <p>Values and Attitudes</p>	<p><u>Content concepts</u></p> <p>Government Sense of belonging Defence Propaganda Constitution Election Self-Government Merger Independence</p> <p><u>Historical concepts</u></p> <p>Change and Continuity Diversity</p>

Key Knowledge	Learning Outcomes	Concepts
<ul style="list-style-type: none"> • Impact of the Japanese Occupation and post-war British rule on people's views towards Singapore <ul style="list-style-type: none"> ▪ Views towards Singapore as 'home' <ul style="list-style-type: none"> ○ Rise of political awareness ▪ Views of the British as rulers of Singapore <ul style="list-style-type: none"> ○ Diminishing respect for the British ▪ Views of Singapore as an 'impregnable fortress' <ul style="list-style-type: none"> ○ Singapore's vulnerability <p>What were people's aspirations for Singapore after 1945?</p> <ul style="list-style-type: none"> • Overview of the political developments in Singapore (1945-1959) <ul style="list-style-type: none"> ▪ <i>*Constitutional changes in Singapore (1945-1959)</i> ▪ Reasons for constitutional changes • Search for independence <ul style="list-style-type: none"> ▪ Road to self-government, 1959 <ul style="list-style-type: none"> ○ <i>*Singapore Progressive Party</i> ○ Labour Front ○ People's Action Party ○ Workers' Unions ○ <i>*Students' Movement</i> ▪ Merger with Malaya, 1963 <ul style="list-style-type: none"> ○ Support for proposed Merger ○ Opposition to proposed Merger ▪ Separation from Malaysia and independence, 1965 <p><i>*Optional and non-examinable for Normal (Academic) Course</i></p>	<ul style="list-style-type: none"> • develop an appreciation for the vulnerability of Singapore's position as a country within the global arena • show empathy in the hardships faced by the people in the past • understand how external events shape thinking and value systems at different times and space • value self-determination and independence from foreign rule 	

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

Overview

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

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
<p>What did independence mean for Singapore?</p> <ul style="list-style-type: none"> • Singapore is out of Malaysia! <ul style="list-style-type: none"> ▪ Political leaders’ reactions ▪ Local peoples’ reactions ▪ <i>*Reactions of leaders and media from other countries</i> <ul style="list-style-type: none"> ○ <i>*Indonesia, Malaysia</i> ○ <i>*Britain, Australia</i> ▪ Challenges to Singapore and her people <ul style="list-style-type: none"> ○ Concerns over internal and external security ○ Concerns over Singapore’s economic survival ○ Concerns over citizenship issues <p>How far were people’s lives transformed after independence?</p> <ul style="list-style-type: none"> • Embracing being Singaporean <ul style="list-style-type: none"> ▪ From Negara-ku to Majulah Singapura <ul style="list-style-type: none"> ○ The importance of the National Symbols ▪ From British Far East Command to Singapore Armed Forces (SAF) <ul style="list-style-type: none"> ○ The establishment of the Ministry of the Interior and 	<p><i>Students will be able to:</i></p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • describe the different reactions towards an independent Singapore • describe the challenges facing an independent Singapore and its people • describe the conditions in Singapore that made policies to improve the conditions necessary • interpret people’s opinions about the policy changes in Singapore to deepen understanding of the adjustments people had to make after independence • identify and understand key words in the inquiry question • gather, select and examine sources to extract relevant information as evidence to support the response to the inquiry question <p>Values and Attitudes</p> <ul style="list-style-type: none"> • develop an appreciation of the vulnerability of Singapore’s 	<p><u>Content concepts</u></p> <p>Sovereignty Independence Citizenship Diplomacy Identity Defence Economy Development Housing</p> <p><u>Historical concepts</u></p> <p>Historical Significance Change and continuity</p>

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Key Knowledge	Learning Outcomes	Concepts
<p>Defence (MID)</p> <ul style="list-style-type: none"> ○ The setting up of a citizen-based armed forces and the beginning conscription of citizens for National Service in 1967. ○ People’s reactions to, and experiences of serving National Service. <ul style="list-style-type: none"> • Singapore’s Economic Transformation: From Trading Port to Diversified Economy <ul style="list-style-type: none"> ▪ Developing an export-oriented economy. ▪ Developing infrastructure ▪ Developing the banking/finance and tourism industries. • Change in Standard of Living: From Shophouses, Squatters and Kampongs to HDB Flats <ul style="list-style-type: none"> ▪ Living Conditions in the Shophouses and Squatters ▪ The Need for Public Housing and the establishment of the Housing Development Board ▪ People’s reactions to resettlement ▪ People’s reactions to moving into HDB flats <p>* <i>Optional and Non-examinable for Normal (Academic) Course</i></p>	<p>position as a country within a global arena</p> <ul style="list-style-type: none"> • cultivate a willingness to be resilient under adverse circumstances and desire to overcome the odds that Singapore may face in the future 	

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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 Author Turnbull, C.M. Publisher NUS Press, Singapore, 2009	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.
2	Title Singapore: A Biography Authors Frost, M.R., and Balasingamchow, Y.M. Publisher Hong Kong University Press, 2009	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.
3	Title Singapore A 700-Year History Authors Kwa, Chong Guan, Heng, Derek, and Tan, Tai Yong. Publisher National Archives of Singapore, 2009	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.
4	Title Between Two Oceans: A Military History of Singapore from 1275 to 1971, Second Edition Authors Malcolm H. Muffet, John N. Miksic, Brian P. Farrell, and Chiang Ming	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 13 th century to the post-independence years. It provides both a maritime and military perspective to the topic.

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S/N	Book	Call No/ Location	Description
	Publisher Shun Marshall Cavendish, Singapore, 2011		
5	Title A History of Singapore Authors Chew, E. C. T. and Lee, E. Publisher 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 Crossroads: A Popular History of Malaysia and Singapore (Second Edition) Author Jim Baker Publisher 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 Singapore: An Illustrated History 1941-1984 Authors Information Division, Ministry of Culture Singapore Publisher 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 Singapore: The Unexpected Nation Authors Edwin Lee Publisher Institute of Southeast Asian Studies, Oxford, 2008	English 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.

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Unit 1

Chapters 1 and 2**Early Singapore (13th Century to 19th Century)**

S/N	Book	Call No/ Location	Description
1	<p>Title Malay Heritage of Singapore</p> <p>Editors Lau, Aileen T., and Platzdasch, Bernhard.</p> <p>Publisher Suntree Media, Pte. Ltd, Singapore, 2010</p>	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.
2	<p>Title Archaeology In Singapore</p> <p>Editor Lim, Chen Sian.</p> <p>Publisher Singapore History Museum, National Heritage Board, 2004</p>	Call Number Not available	This book provides a guide to teachers on the available sources of Singapore's early history before 1819.
3	<p>Title Early Singapore 1300s-1819</p> <p>Editors Miksic, John N., and Low, Mei Gek Cheryl-Ann.</p> <p>Publisher Singapore History Museum, National Heritage Board 2004.</p>	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.

Chapter 2
Maritime and Overland Trade

S/N	Book	Call No/ Location	Description
1	<p>Title Sino-Malay Trade and Diplomacy from the Tenth through the Fourteenth Century</p> <p>Author Heng , Derek</p> <p>Publisher Institute of Southeast Asian Studies, Singapore, 2012</p>	382.09510595 HEN - [BIZ]	<p>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.</p> <p>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.</p>

Early Kingdoms in the Malay Archipelago

S/N	Book	Call No/ Location	Description
1	<p>Title Early Kingdoms of the Indonesian Archipelago and the Malay Peninsula</p> <p>Author Paul Michel Munoz</p> <p>Publisher Editions Didier Millet 2006, Singapore, 2010</p>	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 16 th century. It also provides an in-depth analysis of the international context of the political, economic and social evolution of these kingdoms.

European Expansion into the Malay Archipelago

S/N	Book	Call No/ Location	Description
1	<p>Title Maritime Heritage of Singapore</p> <p>Editors Lau, Aileen, and Lau, Laure.</p> <p>Publisher Maritime Port Authority, Singapore, 2005</p>	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 13 th century up until the modern times of the 20 th century and in the context of its position in Southeast Asia.
2	<p>Title Raffles of the Eastern Isles</p>	959.570210924	This biography demonstrates there is no denying the

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S/N	Book	Call No/ Location	Description
	<p>Author Wurtzburg, Charles Edward.</p> <p>Publisher Hodder & Stoughton, London, 1954</p>	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.

19th Century Singapore

S/N	Book	Call No/ Location	Description
1	<p>Title Singapore Through 19th Century Photographs</p> <p>Author Toh, Jason</p> <p>Publisher Didier Millet Pte. Ltd, National Heritage Board, Singapore, 2009</p>	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.
2	<p>Title Singapore through 19th Century Prints & Paintings</p> <p>Author Wong, Hong Suen.</p> <p>Publisher National Museum of Singapore, 2010</p>	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.
3	<p>Title A Portrait of Malaysia and Singapore</p> <p>Editors Ding Eing, Tan</p> <p>Publisher Oxford University Press, Singapore, 1978</p>	959.5 TAN	This book narrates the history of Singapore and Malaya from the early 19 th century to the formation of Malaysia in 1963, and the independence of Singapore in 1965.

Unit 2

Chapter 3
Singapore in the 19th Century

S/N	Book	Call No/ Location	Description
1	<p>Title An Anecdotal History of Old Times in Singapore</p> <p>Authors Buckley, C.B.</p> <p>Publisher Fraser & Neave, 1902</p>	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.

Chapter 4
Facts and Figures

S/N	Book	Call No/ Location	Description
1	<p>Title Street Names of Singapore</p> <p>Author Dunlop, P.K.G.</p> <p>Publisher Who's Who Pub, 2000</p>	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.
2	<p>Title Chinese Names of Street and Places in Singapore and the Malay Peninsula</p> <p>Author Firmstone, H.W.</p> <p>Publisher Journal of the Straits Branch of the Royal Asiatic Society (42). 54-207, 1905</p>	RQUIK 959.5 JMBRAS	This book provides Chinese or dialect names of streets and places in Singapore and Penang.

Chapters 3 and 4
The Immigrant Communities

S/N	Book	Call No/ Location	Description
1	<p>Title China and the Overseas Chinese</p> <p>Author Wang, G.</p> <p>Publisher Singapore: Eastern Universities Press, c. 2003</p>	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.
2	<p>Title Memoirs of a Migrant</p> <p>Author Thomas, F.</p>	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

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S/N	Book	Call No/ Location	Description
	Publisher Singapore: University Education Press, 1972		the 20 th century.
3	Title Geylang Serai: Down Memory Lane Author National Archives of Singapore Publisher Heinemann Asia, 1986	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.
4	Title Chinatown: an album of a Singapore community Author Archives and Oral History Department Publisher Times Book International, 1983	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.
5	Title Peranakan Indians of Singapore and Melaka: Indian Babas and Nonyas – Chitty Melaka Author Dhoraisingam, S.S. Publisher Singapore: Institute of Southeast Asian Studies, 2006	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.
6	Title Serangoon Road: a pictorial history Author Archives and Oral History Department Publisher Singapore, Education Publications Bureau, 1983	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.
7	Title On the Edge of Empire: Hadhramaut, Emigration and the Indian Ocean, 1880s-1930s Author Boxberger, L. Publisher State University of New York Press, 2002	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.
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

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S/N	Book	Call No/ Location	Description
	<p>Author Chanderbali, C. Publisher Leeds, England: Peepal Tree, 2008</p>		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.
9	<p>Title Hakka Soul: Memories, Migrations and Meals Author Chin, W.P. Publisher Singapore: NUS Press, 2008</p>	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.
10	<p>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) Author Freitag, U. Publisher Leiden: KITLV Press, 2002</p>	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.

Unit 3

Chapter 5

Singapore before the Fall of Singapore

S/N	Book	Call No/ Location	Description
1	<p>Title The British as Rulers: Governing Multiracial Singapore, 1867-1914 Author Lee, E. Publisher Singapore University Press, Singapore, 1991</p>	959.57022 LEE – [HIS]	This book provides information on how the British ruled Singapore in the late 19 th to the early 20 th 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

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S/N	Book	Call No/ Location	Description
			20 th century.
2	Title Singapore Civil Society and British Power Author Gillis, E.K. Publisher 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 Did Singapore have to fall? : Churchill and the Impregnable Fortress Authors Hack, K. and Blackburn, K. Publisher 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 Reflections & Memories of War Vol 1: Battle for Singapore – Fall of the Impregnable Fortress Authors Tan, T.K., Tay, H., Koh, D. Publisher 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 Syonan Years, The: Singapore under Japanese Rule 1942-1945 Author Lee, G.B. Publisher 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

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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) Editors Wah, P.K. and Leong, W.K. Publisher National Archives of Singapore, Singapore, 2009	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.
3	Title Reflections & Memories of War Vol 3: The Liberation – Resisting the Rising Sun and A New Beginning Contributors Tan, T.L., Pitt, K.W., Leong, W.K. Publisher National Archives of Singapore, Singapore, 2012	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.
4	Title Beyond the empires: memories retold Author Chou, C. Publisher National Archives of Singapore, Singapore, 1995	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.

Chapter 6

S/N	Book	Call No/ Location	Description
1	Title A Moment of Anguish : Singapore in Malaysia and the Politics of Disengagement Author Lau, A. Publisher Eastern Universities Press, Singapore, 2003	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.

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S/N	Book	Call No/ Location	Description
2	<p>Title Creating "Greater Malaysia" : Decolonization and the Politics of Merger</p> <p>Author Tan, T.Y.</p> <p>Publisher Institute of Southeast Asian Studies, Singapore, 2008</p>	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.
3	<p>Title Singapore: the Unexpected Nation</p> <p>Author Lee, E.</p> <p>Publisher Institute of Southeast Asian Studies, Singapore, 2008</p>	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.
4	<p>Title Singapore: Struggle for Success</p> <p>Author Drysdale, J. G. S.</p> <p>Publisher Times Books International, Singapore, 1984</p>	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.
5	<p>Title Singapore: Journey into Nationhood</p> <p>Author Lee, G.B.</p> <p>Publisher National Heritage Board: Landmark Books, Singapore, 1998</p>	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.
6	<p>Title Political Development in Singapore, 1945-55</p> <p>Author Yeo, K. W.</p> <p>Publisher Singapore University Press, Singapore, 1973</p>	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.
7	<p>Title The 1959 Singapore General Election</p>	Journal article	The article focuses on the 1959 General Election in Singapore. It outlines the political developments in Singapore from 1946, the

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S/N	Book	Call No/ Location	Description
	Author Ong, C.C. Publisher Cambridge University Press, 1975.		campaigning strategies, image and relative position of the parties that took part in the 1959 election.
8	Title The Singapore Story: Memoirs of Lee Kuan Yew Author Lee, K.Y. Publisher Singapore Press Holdings: Marshall Cavendish Editions, 2011	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
9	Title Leaders of Singapore Author Chew, M. Publisher Resource Press, Singapore, 1996	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.
10	Title Lee's Lieutenants: Singapore's Old Guard Editors Lam, P. E. and Tan, K.Y.L. Publisher Allen & Unwin, London, 1999	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.
11	Title Paths Not Taken: Political Pluralism in Post-War Singapore Author, Editor Barr, M.D., Trocki, C.A. Publisher NUS Press, Singapore, 2009	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.

Unit 4

Singapore's Post-Independence Years

S/N	Book	Call No/ Location	Description
1	Title People's Action Party 1954-1979 (Petir 25 th Anniversary Issue) Authors People's Action Party	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.

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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 Authors National Library Board and National Archives of Singapore Publisher National Library Board and National Archives of Singapore, Singapore, 2007	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.
3	Title Ten Years That Shaped a Nation Authors National Archives of Singapore Publisher National Archives of Singapore, Singapore, 2008	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.

Chapter 7 Singapore's Diplomatic Policy

S/N	Book	Call No/ Location	Description
1	Title The Little Red Dot: Reflections by Singapore's Diplomats Author Tommy Koh and Chang Li Lin (editors) Publisher World Scientific Publishing and Institute of Policy Studies, Singapore, 2005	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.
2	Title S. Rajaratnam: The Prophetic and the Political, Second Edition Author Chan Heng Chee and Obaid Ul Haq		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

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

Chapter 8
Singapore's Defence

S/N	Book	Call No/ Location	Description
1	<p>Title 40 Stories and 40 Years of National Service Author Ministry of Defence Singapore Publisher Landmark Books, Singapore, 2007</p>	English 355.223095957 FOR	This book is an anthology of Singaporeans' recollections of their experiences gained from serving National Service.
2	<p>Title Goh Keng Swee: A Legacy of Public Service Authors Emrys Chew and Kwa Chong Guan (editors) Publisher World Scientific Publishing, Singapore, 2012</p>	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.

Singapore's Economic Development

S/N	Book	Call No/ Location	Description
1	<p>Title The Political Economy of a City-State: Government-Made Singapore Authors Linda Low Publisher Oxford University Press, Singapore, 1998</p>	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.

Housing in Singapore

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

RESTRICTED

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

Facts and Figures

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

RESTRICTED

S/N	Book	Call No/ Location	Description
	<p>Culture Singapore</p> <p>Publisher Oxford University Press, Singapore, 1998</p>		education, land, population, etc.
2	<p>Title Singapore: An Atlas of Perpetual Territorial Transformation</p> <p>Authors Rodolphe De Koninck, Julie Drolet, and Marc Girard</p> <p>Publisher National University of Singapore Press, Singapore, 2008</p>	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.

Appendix 2.2

Extracts from *Singapore: The making of a nation-state, 1300-1975 (Secondary Two)*

Source: MOE (2015, pp. 1-2, 6-10, 20-22, 34-40, 78-81).

Unit 3

Was Singapore an Accidental Nation?

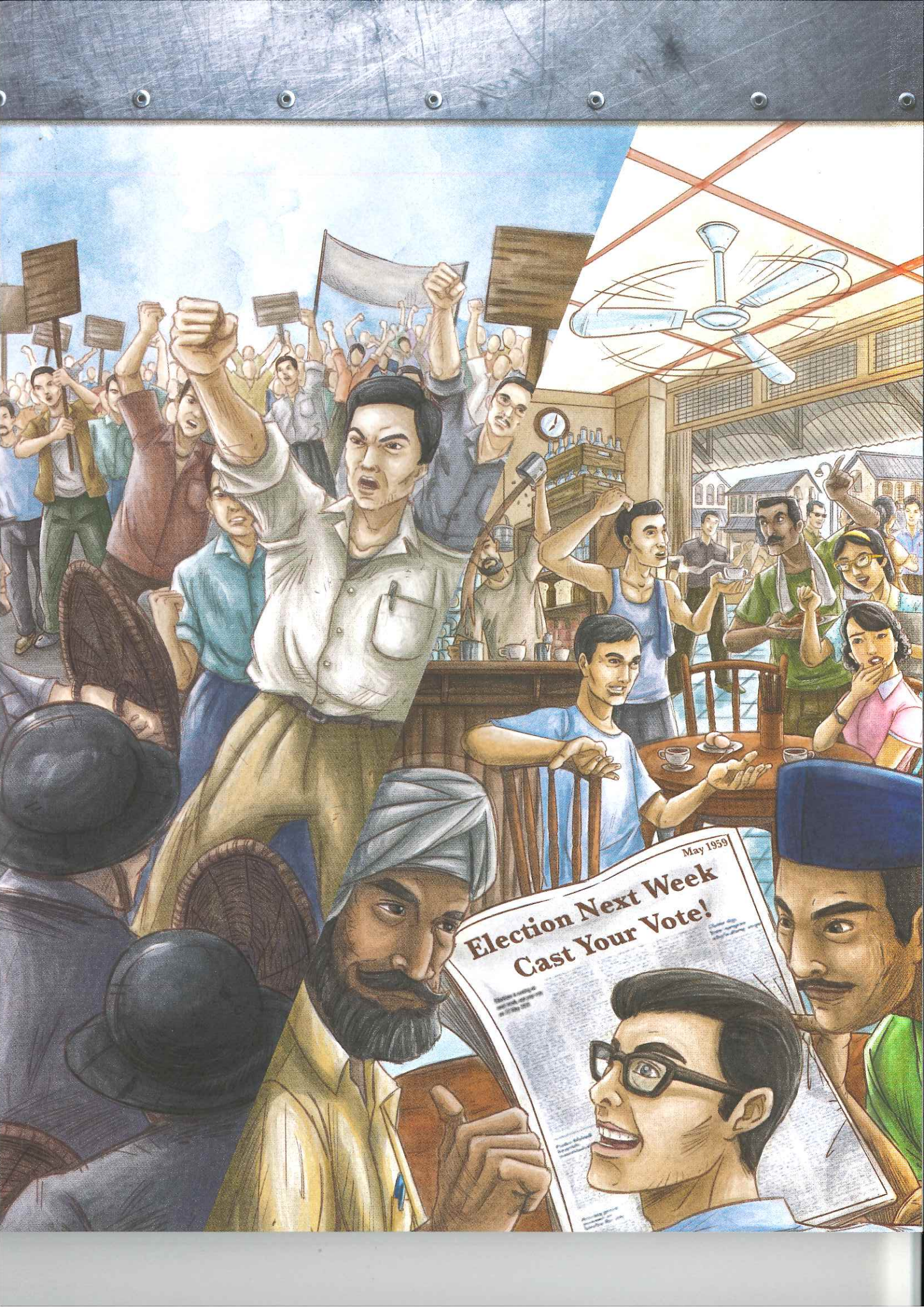
Chapter 5:

Did the Japanese Occupation Change the Way People Viewed Singapore?

Chapter 6:

What Aspirations Did the People Have for Singapore After 1945?



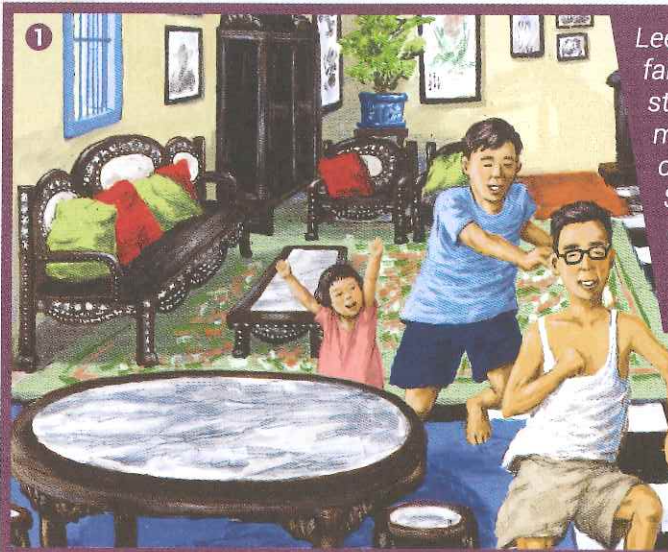


Did the Japanese Occupation Change the Way People Viewed Singapore?

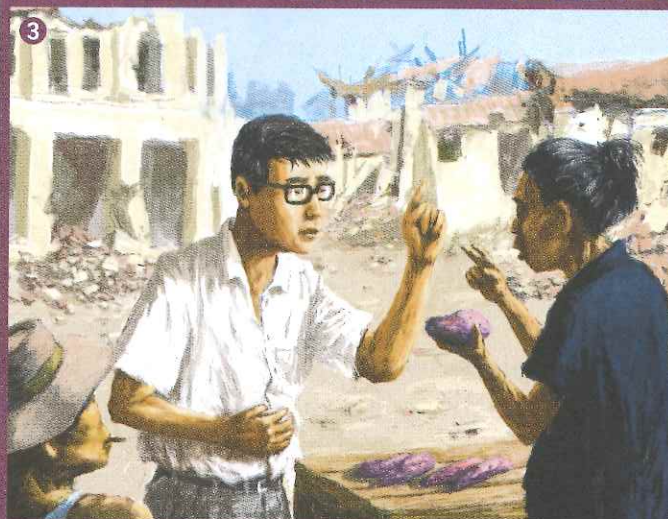
The Japanese Occupation affected many countries in Southeast Asia. In Singapore, it began in 1942 and lasted until 1945. It was a brief but important period in Singapore's history. It marked a break from British rule as Singapore came under the control of the Japanese.

Let us examine an account of Lee Kip Lin's experiences during the Japanese Occupation. He was a teenager at the time. Find out how his experiences influenced his views towards Singapore.

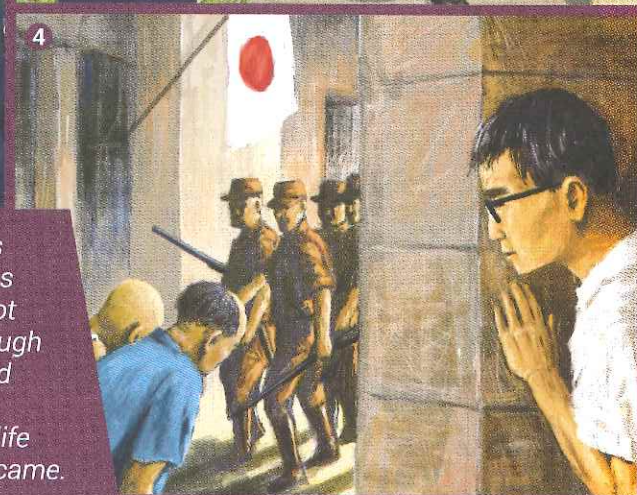
Source 3

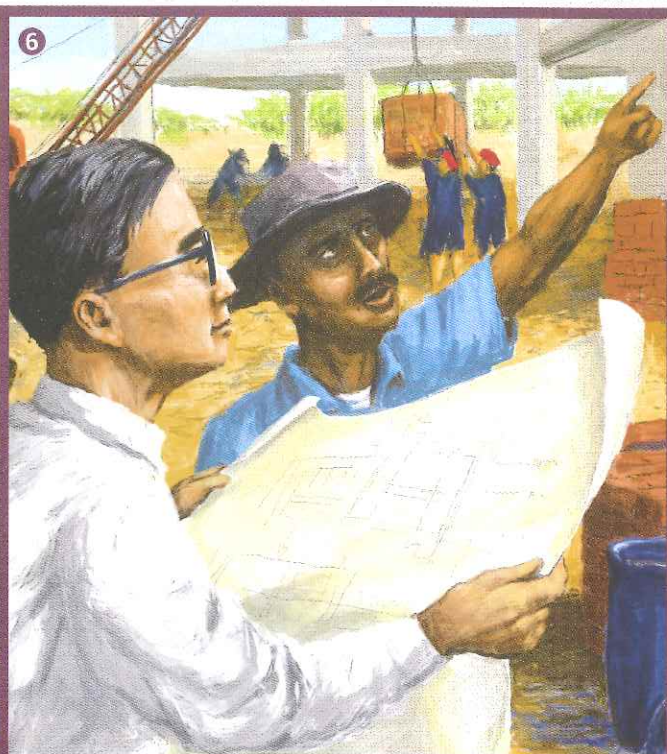
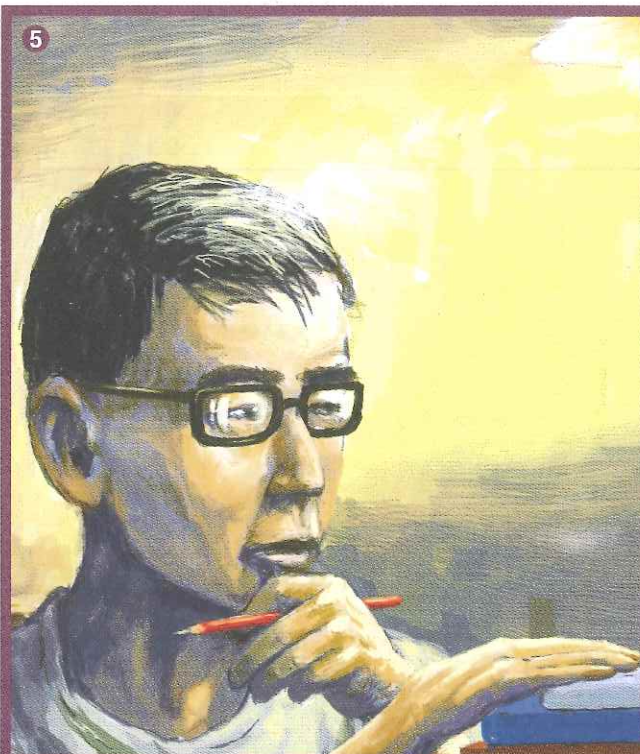


Lee Kip Lin was born into a well-known Straits-Chinese family. Before the Japanese Occupation, he was a student at the Anglo-Chinese School. He did not care much for studying, and was also not particularly concerned about the political developments in Singapore. During the Japanese Occupation, he had to stop schooling as all secondary schools were forced to close down. Lee began working for the first time in his life.



Working was an entirely new experience for Lee. It was one of the many changes that occurred in his life at this time. He also faced problems that he had previously not encountered. For instance, he did not always have enough to eat and lived in constant fear for his life. He even had to pick up a new language. Lee was relieved when the Japanese Occupation ended because he thought that life would return to what it had been before the Japanese came.





Yet, this was not to happen. There was no return to the past. The experiences that Lee had during the Japanese Occupation changed him. The three years had given him time to think and mature. Lee returned to school after the Japanese Occupation a changed person. He excelled in his studies and became a leading architect. The Japanese invasion of Singapore also showed him that British rule could be challenged, and that people should not rely on the British to protect their interests. He became more concerned about the political future of Singapore and, in particular, how Singapore should be governed.

— Based on an account by Lee Kip Lin

Activity 1

Based on what you have read about Lee Kip Lin's experiences during the Japanese Occupation, answer the following questions:

1. How would you describe Lee's experiences during the Japanese Occupation?
2. How do you think the Japanese Occupation might have affected his views towards Singapore?

In this chapter, you will find out about people's views towards Singapore before the Japanese Occupation. These include people's views towards Singapore as 'home', towards the British as rulers of Singapore, as well as of Singapore as an 'impregnable fortress'. You will also learn about people's experiences during the Japanese Occupation, and whether their views towards Singapore changed after the Japanese Occupation.



▲ Lee Kip Lin in the 1970s

My Growing Glossary

Impregnable fortress

A well-defended area that cannot be captured or broken into



Chapter Task

As part of Humanities Week, your school is organising a contest where all Secondary 2 students are required to create a webpage. The webpage should focus on addressing the inquiry question:

Did the Japanese Occupation change the way people viewed Singapore?

The webpage will comprise a write-up of 200 to 250 words, and may be accompanied by appropriate images. The write-up should:

- Focus on one view that people had towards Singapore
- Describe that view before the Japanese Occupation
- Show how the Japanese Occupation influenced that view
- Show the ways in which that view changed and/or remained the same after the Japanese Occupation



Understanding the Inquiry Question

To begin our inquiry, let us understand what the question requires us to find out.

The Japanese Occupation in Singapore took place between 1942 and 1945. During that time, Singapore came under the rule of the Japanese military government.

Change takes place when something is different from its original state or what it used to be.

Did the Japanese Occupation change the way people viewed Singapore?

This refers to the different ways in which people viewed Singapore, such as whether they viewed Singapore as 'home'.

This refers to people who experienced life during the Japanese Occupation in Singapore. These people could include immigrants as well as those born in Singapore.



Think Like a Historian: Change and Continuity (Part I)

Did the Japanese Occupation change the way people viewed Singapore?

This question is about change and continuity. You are investigating whether the Japanese Occupation changed the way people viewed Singapore. In this section, you will learn more about what the concepts of change and continuity mean in history.

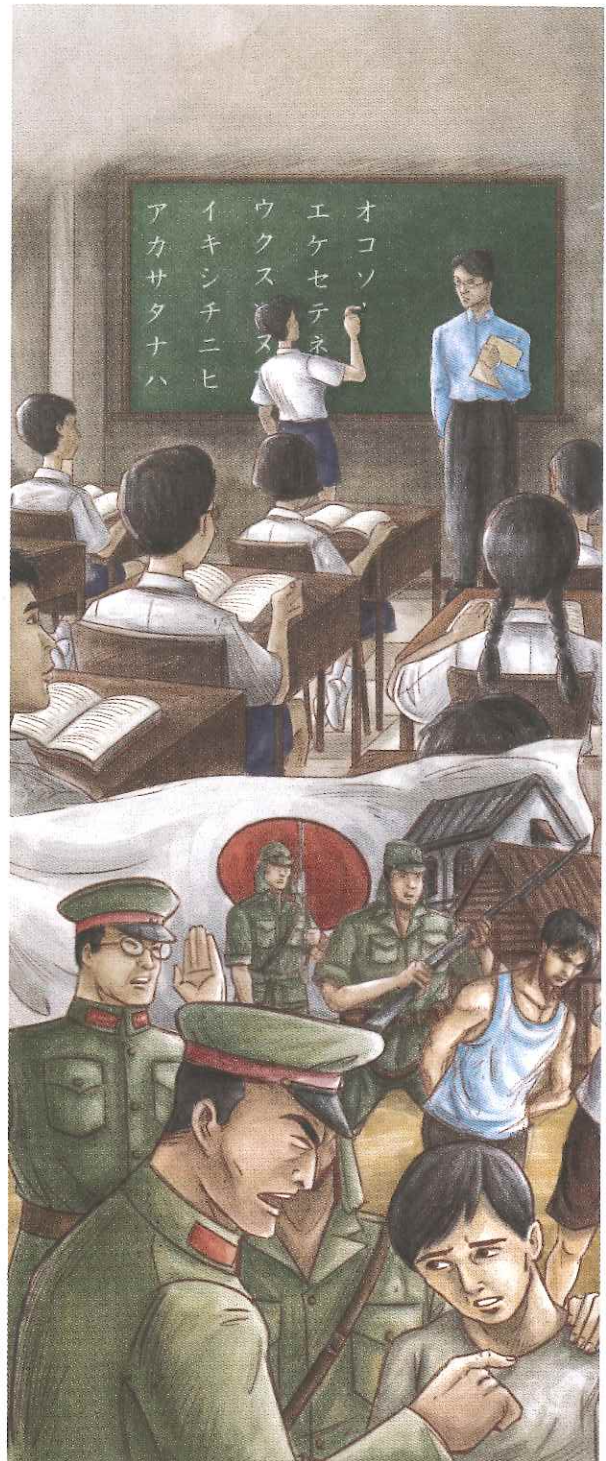
1. Change takes place when something is different from its original state or what it used to be. If it remains the same, we say that there is continuity.

Change and continuity are important concepts in history. In Secondary 1, you have learnt about how historians construct knowledge of the past. The understanding of change and continuity contributes to this knowledge by enabling historians to observe trends in people's ideas and actions across different time periods.

2. Something or someone causes change to take place.

Think about how your views about people can become different. For example, why do your views towards people change? Could it be because of things that people did? Or did an event change your views towards them?

You will find that change often takes place because of factors such as events or people's actions. In this chapter, the event that we are exploring is the Japanese Occupation.



Chapter Task (Part I)

From Lee Kip Lin's account, you have learnt that people's views might have changed as a result of the Japanese Occupation. As part of the Chapter Task, you are going to explore whether the Japanese Occupation changed the way people viewed Singapore.

1. You need to identify the views that people had towards Singapore. For this inquiry, you will focus on three views:

Singapore as 'home'

British as rulers of Singapore

Singapore as an 'impregnable fortress'

2. You will need to understand what these views mean, and how you can gather relevant information about them.

In the next section, you will focus on people's views before the Japanese Occupation. Use the following questions to help you:

- **Singapore as 'home'**

Were people born in Singapore or did they come from other countries?

- Did those who came from other countries want to stay in Singapore permanently?
- Did they have family members and friends in Singapore?
- Were they interested in contributing to Singapore or to other countries?

- **British as rulers of Singapore**

- What were people's impressions of the British?
- Did they respect the British?
- Did they accept the way the British ruled Singapore?

- **Singapore as an 'impregnable fortress'**

- Did people feel safe in Singapore?
- Were they confident about Singapore's defences?
- Were they worried about war?

3. Create a table similar to the one shown below on a piece of writing paper to help you take note of the information. Fill in the table as you go along.

Views Towards Singapore Before the Japanese Occupation	Elaboration <i>Tell us more about this view by writing a few sentences that provide further information about it.</i>	Evidence <i>Support your elaboration with relevant information from this chapter.</i>
View 1: Singapore as 'home'		
View 2: British as rulers of Singapore		
View 3: Singapore as an 'impregnable fortress'		

Britain also recognised that Japan was a rising power. In the 1920s, Britain had realised that Japan was a possible threat to the British **Empire** and started preparing to resist Japanese expansion. It decided to build a large naval base in Singapore to protect British colonies in Southeast Asia, Hong Kong, Australia and New Zealand. This naval base, which was completed in 1938, was an important part of making Singapore an 'impregnable fortress'. A series of big guns were installed around the coasts of Singapore to protect against any Japanese invasion by sea.

My Growing Glossary

Empire A group of states or countries controlled by a ruler or a government

Fortified Strengthened against attack through the building of walls and naval bases, and the installation of guns

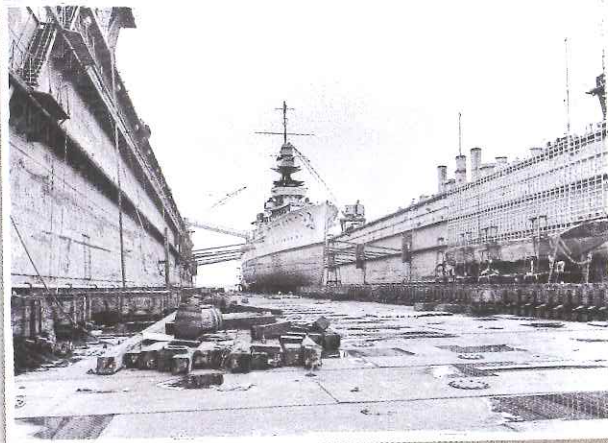
How do you think people in Singapore viewed the British defences in Singapore? Find out from the following sources.

Source 9

They [the British] talked about Singapore as an impregnable fortress. Some called it the Gibraltar of the East. As far as I knew ... they had a lot of big guns here ... and they had concrete beach defences ... I thought the defence was quite good.*

— Adapted from an account by Ismail bin Zain, a clerk in Singapore in the 1930s

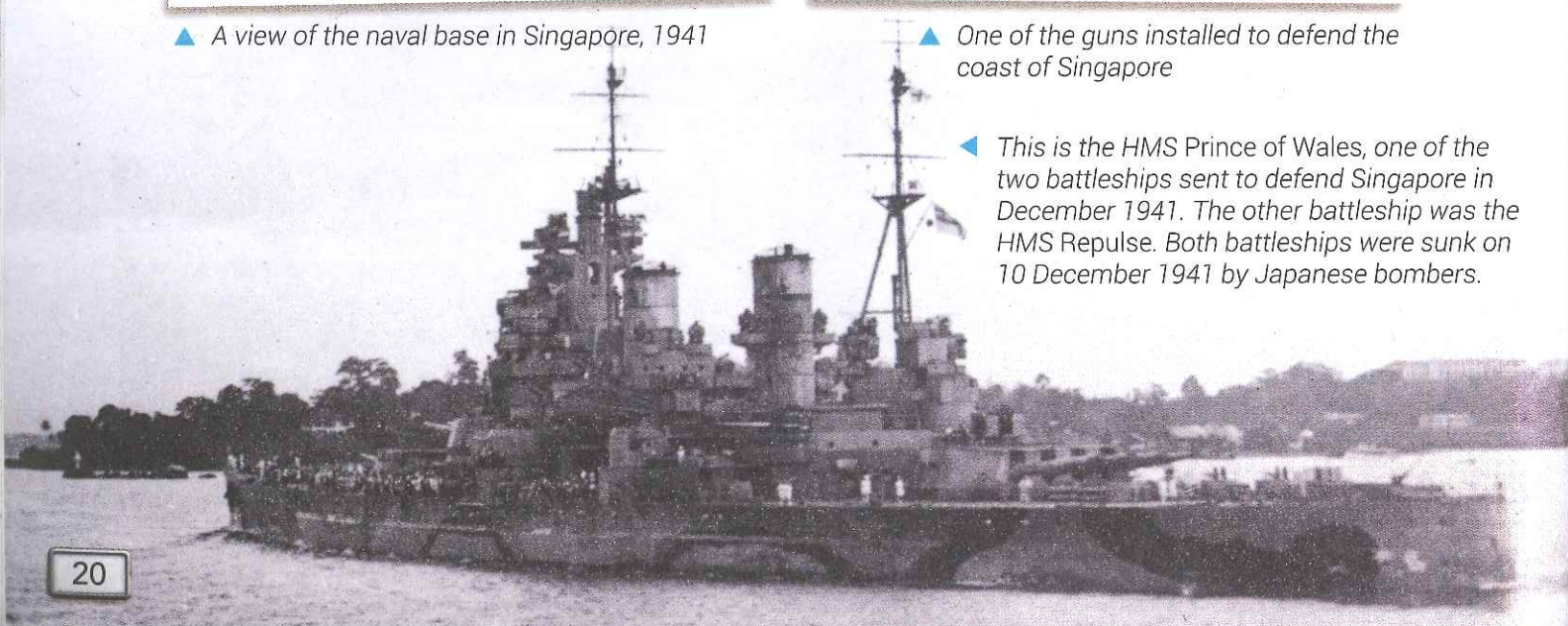
* Gibraltar was a British overseas territory in Europe that was heavily **fortified** due to its strategic importance. Singapore was sometimes referred to as the Gibraltar of the East to indicate that Singapore was also heavily fortified.



▲ A view of the naval base in Singapore, 1941



▲ One of the guns installed to defend the coast of Singapore



◀ This is the HMS Prince of Wales, one of the two battleships sent to defend Singapore in December 1941. The other battleship was the HMS Repulse. Both battleships were sunk on 10 December 1941 by Japanese bombers.

Source 10

We had been informed that HMS *Prince of Wales* and HMS *Repulse* had been sunk by the Japanese. Radio broadcasts and newspapers in Singapore sought to reduce the importance of the naval disaster. They also urged the people to remain strong, loyal and confident and informed them that better days were ahead. Large military reinforcements were coming to Singapore, so we were told. Singapore as the Gibraltar of the East could be held by the British indefinitely. We were thus comforted and reassured.

— Adapted from an account by Thio Chan Bee, a teacher in Singapore in the early 1940s



Many people believed that Singapore was safe as it was well-protected by the British. After all, the British controlled the largest empire in the world in 1941 and were known for their naval power. Furthermore, there was the idea that the 'white man' was superior to other races. These beliefs were soon to be challenged.



Think Like a Historian: Change and Continuity (Part 2)

You have learnt that:

1. **Change takes place when something is different from its original state. If it remains the same, we say that there is continuity.**
2. **Something or someone causes change to take place.**

How do we find out if change has taken place? Let us explore two more ideas about change and continuity.

3. **In order to know whether a change has taken place, a comparison has to be made across a given time period.**

To make a comparison across time, we try to find out whether people's views had changed or remained the same. We need to identify similarities and differences in people's views over time.

4. **We need to find a set of criteria to make a comparison across a given time period.**

You have learnt in Secondary 1 that a set of criteria refers to the characteristics that can be used to compare two or more sets of information.

In our case, we have looked at people's views towards Singapore. These views can be used as the criteria for comparison. They are:

- Singapore as 'home'
- British as rulers of Singapore
- Singapore as an 'impregnable fortress'

Chapter Task (Part 2)

You have learnt about people's views towards Singapore before the Japanese Occupation. In the next section, you will find out more about people's views towards Singapore during the Japanese Occupation.

1. Use the following questions to help you:

- **Singapore as 'home'**

- Did people want to defend Singapore during the Japanese invasion?
- Did they make sacrifices for Singapore during the Japanese Occupation?
- Did the conditions under Japanese rule allow people to feel connected to Singapore?

- **British as rulers of Singapore**

- Was people's confidence in the British affected by the Japanese Occupation?
- How did people view the Japanese treatment of the British?
- Did Japanese policies and ideas affect their views towards the British?

- **Singapore as an 'impregnable fortress'**

- Did it take long for Singapore to fall?
- How did this affect people's ideas about Singapore's defences?

2. Create a table similar to the one shown below on a piece of writing paper to help you take note of the information. Fill in the table as you go along.

Views Towards Singapore During the Japanese Occupation	Elaboration <i>Tell us more about this view by writing a few sentences that provide further information about it.</i>	Evidence <i>Support your elaboration with relevant information from this chapter.</i>
View 1: Singapore as 'home'		
View 2: British as rulers of Singapore		
View 3: Singapore as an 'impregnable fortress'		

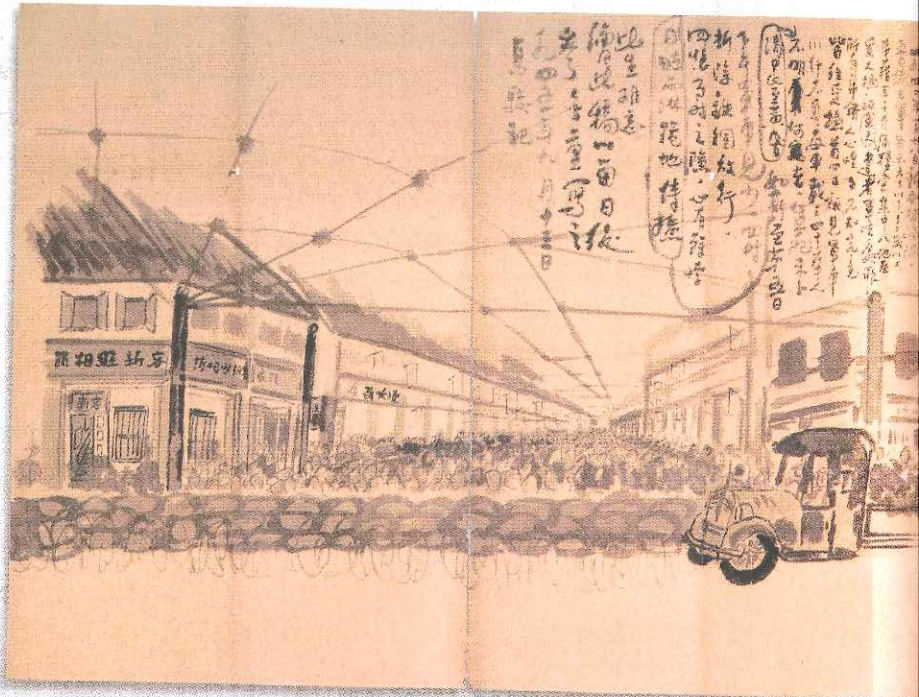
Rule of Fear and the Kempeitai

People experienced fear during the Japanese Occupation as the Japanese tried to promote loyalty and obedience among the people through the use of force. The *Kempeitai*, the Japanese military police, was sent to remove people who were suspected of being anti-Japanese.

Upon arrival in Singapore, the *Kempeitai* carried out the *Sook Ching* or 'cleansing' operation that was aimed at removing anti-Japanese elements. The *Sook Ching* was targeted at the Chinese.

All Chinese men aged 18 to 50 had to report to mass screening centres, such as the Young Men's Christian Association (YMCA) building at Stamford Road, to be examined. The Straits-born Chinese were also made to report to the mass screening centres as the Japanese made no distinction between the Straits-born Chinese and the Chinese immigrants.

- ▶ Sketch of a Sook Ching screening centre by Ma Jun, 13 August 1945
- ▼ An oil painting by Singaporean artist, Koeh Sia Yong, showing Chinese men being dragged to the execution ground



The following account describes a young man's experience of the Sook Ching.

Source 25



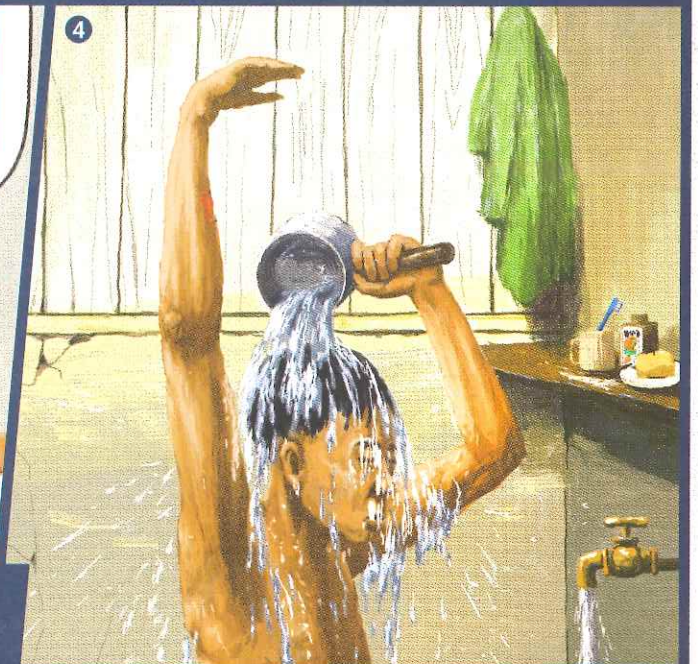
We were all asked to pack our belongings and told to leave. We were not told where to go. The Japanese led us to the area near Arab Street, where people were interned, some for three days, some for one week. People went to different places to be screened. This screening was to find out whether people were anti-Japanese or not.



High-ranking Japanese officers, a few other junior officers, and maybe one or two locals were present at the screening. As you went up, they asked you questions. So it came to my turn. It was a lady who interviewed me. She asked me what language I spoke, which school I went to, and where I lived.



In my case, they released me. They used a rubber stamp with Chinese characters to put a mark on my arm to show that I had been screened. When we were interned, there were a lot of rumours that we might be taken away to be killed or sent away to work as labourers. Nobody really knew what was going to happen. At that time, we were all in a daze and we just accepted whatever happened to us.



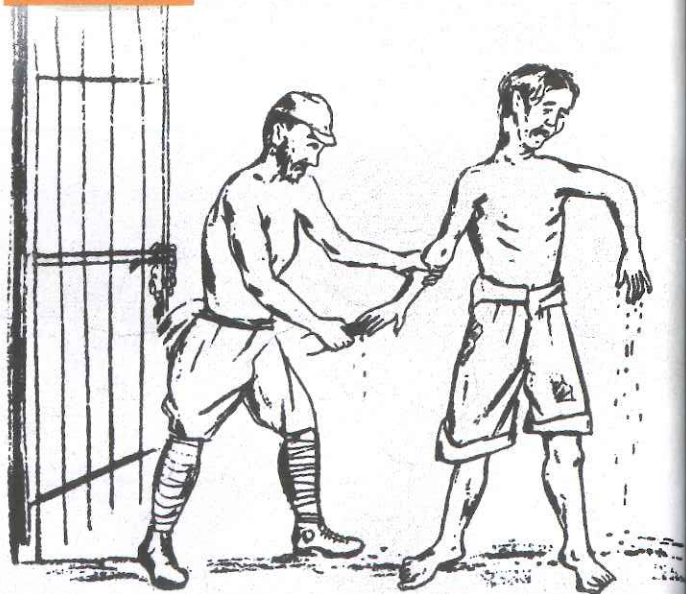
When I went home, I had the rubber stamp with the word 'examined' on my arm. I made sure that stamp lasted as long as possible.

— Adapted from an account by Heng Chiang Ki, who was interned at the Victoria Street Concentration Camp during the Sook Ching

Men who were identified as anti-Japanese in the *Sook Ching* screenings were taken to Changi Beach and other beaches to be executed. Over 25,000 Chinese were estimated to have been killed in the *Sook Ching*.

During the Japanese Occupation, the *Kempeitai* also arrested those who were suspected of being anti-Japanese. They used food or cash rewards to encourage people to inform the authorities of anyone whom they suspected was involved in anti-Japanese activities. People thus became suspicious of one another as anyone could be accused of being anti-Japanese. What happened to those who were arrested by the *Kempeitai*?

Source 26



▲ Picture showing a Japanese soldier pulling out the nails of a detainee

Source 27

Almost every day, I was taken for interrogation ... one day the interrogators put some bars of wood on the floor and they tied me up, and I had to kneel on this very rough wood. They stripped me ... And they tied me to the wood so that I couldn't move, and they applied electric shocks to me ... They brought my husband. He was kneeling there watching me being tortured.

— Adapted from an account by Elizabeth Choy, who was arrested by the *Kempeitai* in 1943

Learn More About It

Elizabeth Choy (1910–2006)

Elizabeth Choy was running a canteen business when she was arrested by the *Kempeitai* during the Japanese Occupation. Accused of passing food, medicine and messages to British prisoners of war, she was imprisoned and tortured in the *Kempeitai* headquarters in Stamford Road for about 200 days.

She displayed much compassion when she refused to name her torturers after the war as she felt that they were merely carrying out orders from their superiors. She was later awarded the Order of the British Empire (OBE), one of the highest honours conferred by the British government.



IT Link

Find out more about Elizabeth Choy at Singapore's e-Encyclopaedia (go to <http://www.nlb.gov.sg> and click on 'Singapore e-Encyclopaedia' under the 'Research' tab). Use the following keywords in your search:

- Elizabeth Choy

Let's Discuss

How do you think the people coped with living in fear?

Living in Hardship

The rule of the Japanese in Singapore not only caused great fear among the people, it also brought about hardship in their daily lives. The war had disrupted trade, which limited the import of goods into Singapore from overseas. Furthermore, most of the available resources were channelled to Japan's war efforts rather than to the people. As a result, there was a shortage of goods. **Rationing** was thus introduced to control the sale of essential items.

My Growing Glossary

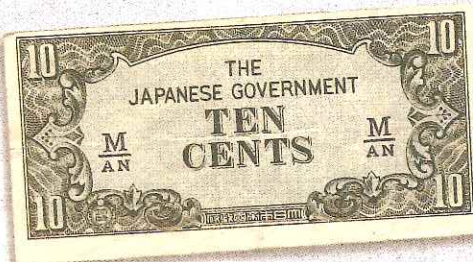
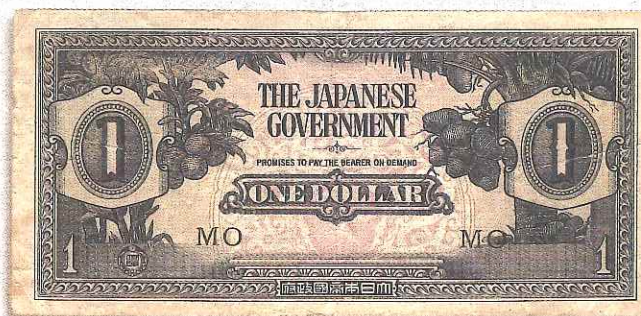
Rationing Limiting the supply of food and other goods

Source 28



- ▲ This is a ration card issued to families during the Japanese Occupation. The ration card specified the date, the items, as well as the quantity of the items that were distributed.
- ◀ This is a 'Peace Living Certificate' that was issued to each household during the Japanese Occupation. The certificate entitled the household to ration cards.

▼ The Japanese currency was often known as the 'banana note'. This was because the note bore the image of banana trees. These 'banana notes' were printed on inferior-quality paper with no serial numbers.



Source 29

Once or twice a month, they [the Japanese government] had a ration for meat or fish. There were also days for rations for sugar and rice ... You had to queue up in the market whenever the rations came. You had to go a few hours ahead to queue ... and it was up to the whims and fancies of the seller to give you the type of rations ... You could not complain ... so you just kept quiet and took it. The food could still be eaten.

— Adapted from an account by Robert Chong, a factory worker during the Japanese Occupation

Goods were also sold at high prices on the **black market** because of the shortage of goods. Some people were able to obtain more goods by working for the Japanese. They sold these goods to other people at very high prices on the black market. The situation was worsened by the decreasing value of the new currency introduced by the Japanese. The Japanese government printed more notes whenever they saw a need for money. As a result, the currency became worthless. An egg, which cost only three cents before the war, cost \$100 by the end of the Japanese Occupation!

Year	Price of Rice per Kati (0.6 kg)	Price of Sugar per Kati (0.6 kg)
Dec 1942	\$0.50	\$0.10
Dec 1943	\$2.50	\$0.28
Dec 1944	\$8.20	\$1.25
Dec 1945	\$75.00	\$35.00

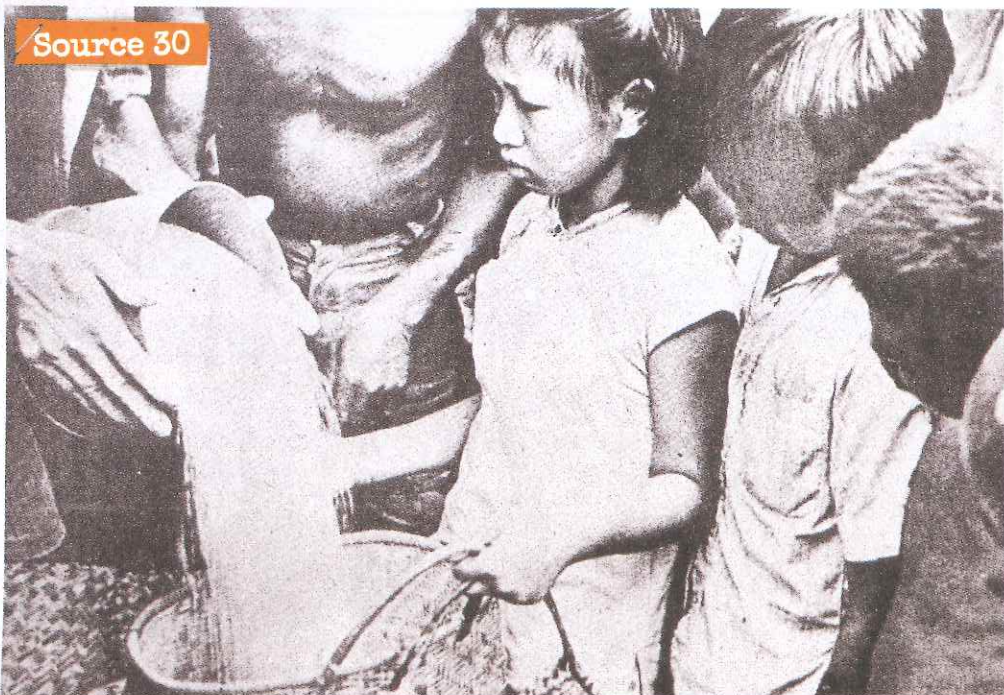
My Growing Glossary

Black market

A business that involves the illegal buying and selling of goods

◀ Table showing the black market prices of goods

Source 30



◀ Rice rationing during the Japanese Occupation

However, people found other ways to survive. To earn extra money, people took on second jobs. Many women, a great number of whom had never worked before, joined the workforce.

Source 31

Our stocks of food were running low. There was this idea that somebody would have to find a job. My mother was too old. So the idea was for me to get a job. Somebody came and told me there was a vacancy for a typist in the government service. Being in government service, I was given additional food. This increased our supplies at home.

— Adapted from an account by Myna Ruth Segeram, a typist in the Commerce and Industry Department during the Japanese Occupation

Even young children chipped in to help.

Source 32

In the morning I would study. When I finished at 1 o'clock in the afternoon, we would go and pluck jambu [a type of fruit] and other fruit and sell them on the roads or at Changi Market.

— Adapted from an interview with Victor Tan, who was about seven years old at the beginning of the Japanese Occupation



▲ Jambu

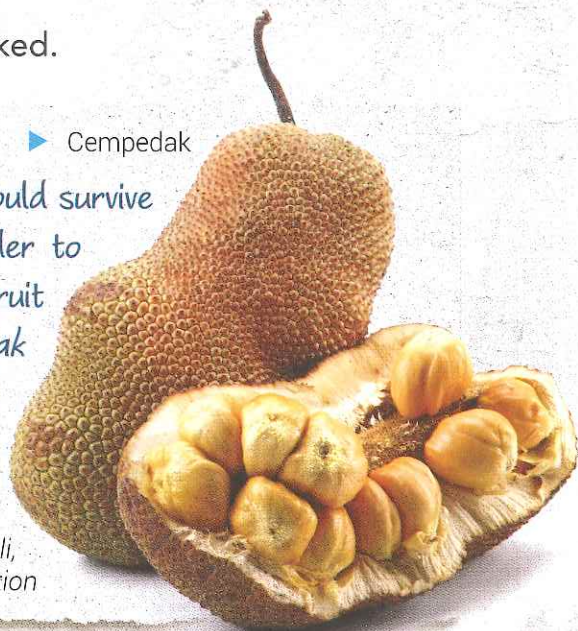
People also used substitutes for items that they lacked.

Source 33

Although food was scarce, somehow or other, we could survive on things that we could lay our hands on. In order to survive, you try to make use of every part of the fruit you ate. For instance, even the skin from a cempedak can be eaten. The seed, which is hard, can be boiled until it becomes soft and edible. You can even eat the shells of groundnuts.

— Adapted from an account by Abu Bakar bin Ali, a worker in a Japanese shipyard during the Japanese Occupation

▶ Cempedak



Let's Discuss

What qualities do you think the people in Singapore displayed in the way they coped with the shortage of goods?

Did You Know?

During the Japanese Occupation, Nyonya cakes were sold to the public. Before the war, Peranakan families were generally well off, and made cakes only for their own families. However, the need for additional income during the Japanese Occupation prompted Nyonya women to sell their traditional food items, such as kuehs, popiah and laksa, on the streets.



▲ Nyonya cakes

While the experience of the Japanese Occupation was difficult, it was also a time when some people formed bonds of friendship.

Source 34

Because we were under enemy occupation, we were all friends. It was during the Japanese Occupation that we had the opportunity to make friends with teachers from the Chinese-, Malay- and Tamil-medium schools. It was the first time I learnt about other people—how they lived, their difficulties, and their problems.

— Adapted from an account by Lim Choo Sye, a teacher during the Japanese Occupation. He worked as a teacher in an English-medium school before the Japanese Occupation.

Some people also found that they became more self-reliant during the Japanese Occupation.

Source 35

I think the people had a newfound sense of responsibility. Previously, we depended on the colonial government. We just took orders and then carried them out. But during the Japanese Occupation, we felt that we had to do things ourselves.

— Adapted from an account by Benjamin Chew, a doctor during the Japanese Occupation

However, there were others who felt that the Japanese Occupation had little impact on them.

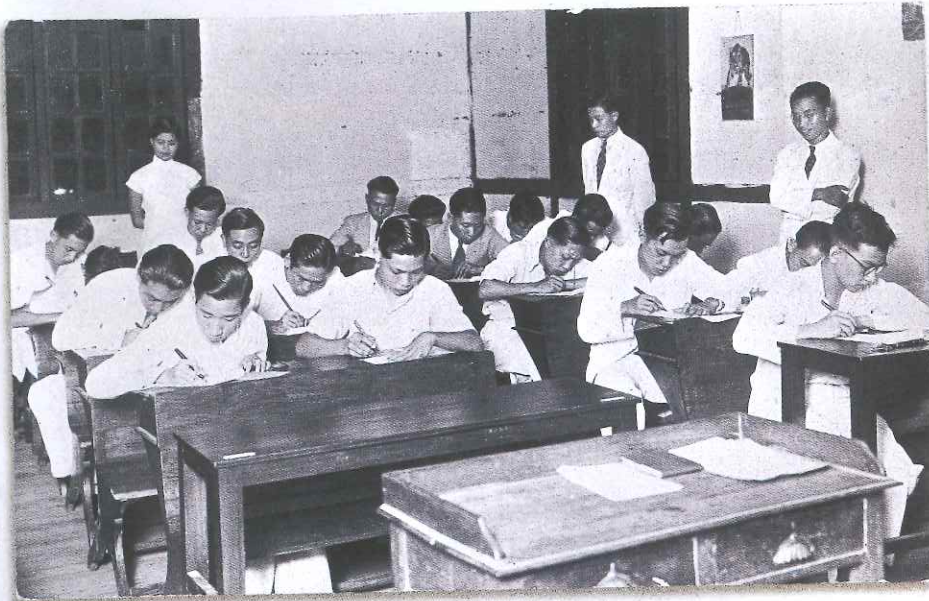
Source 36

The Japanese Occupation did not affect me much. Just that I had to eat food of a poorer quality. I was only a labourer. As long as there was work, there was income. That was good enough for me.

— Adapted from an account by Chia Kee Huat, a rickshaw puller during the Japanese Occupation

The Chinese Middle School Students

The Chinese middle schools were Chinese-medium schools that offered secondary and pre-university education. They were mainly set up by Chinese **philanthropists** and received little support from the British colonial government.



▲ Chinese middle school students taking their examinations, 1950s

My Growing Glossary

Philanthropists

People who make large donations of money or property for social causes, such as education and healthcare

The Chinese middle school students had limited opportunity to pursue a university education in Singapore. Instead, they had to go to China to further their studies. In an attempt to stop the spread of communist ideas, the colonial government banned people who visited China from returning to Singapore. This meant that students could no longer pursue their university education in China unless they chose never to return to Singapore.

The students also had poor job prospects. Read the source below to find out why.

Source 7

The ruling class was the English-speaking class. It included the local civil servants who were educated through the English-stream schools, although they were local people. The Chinese-educated had difficulty getting jobs, other than going into businesses of their own, starting a little shop or becoming hawkers and so on.

— Adapted from a speech by former President Ong Teng Cheong, who was Chinese-educated and decided to go overseas to Australia after completing his secondary education. He later became the President of Singapore, and held office from 1993 to 1999.

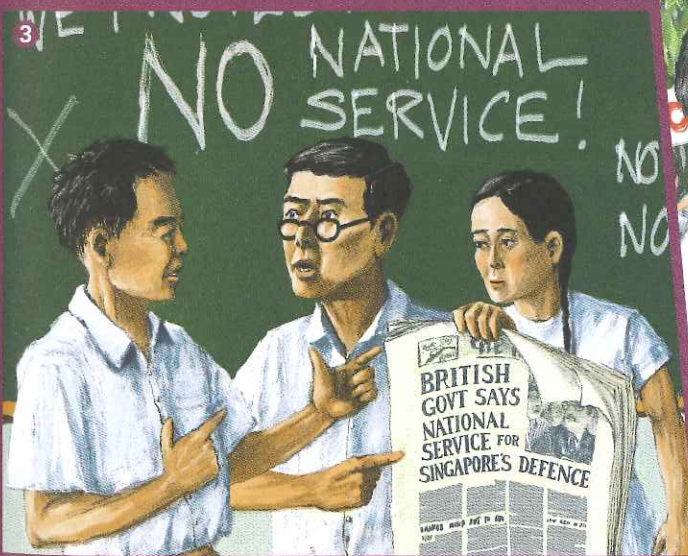
Thus, the Chinese middle school students felt that they were unfairly treated by the British colonial government. They questioned the willingness of the British to look after their interests. The registration for National Service in 1954 reinforced the students' views that the British were not concerned about their interests. Read on to find out more.

The British colonial government introduced a policy whereby males between the ages of 18 and 20 had to register for National Service.



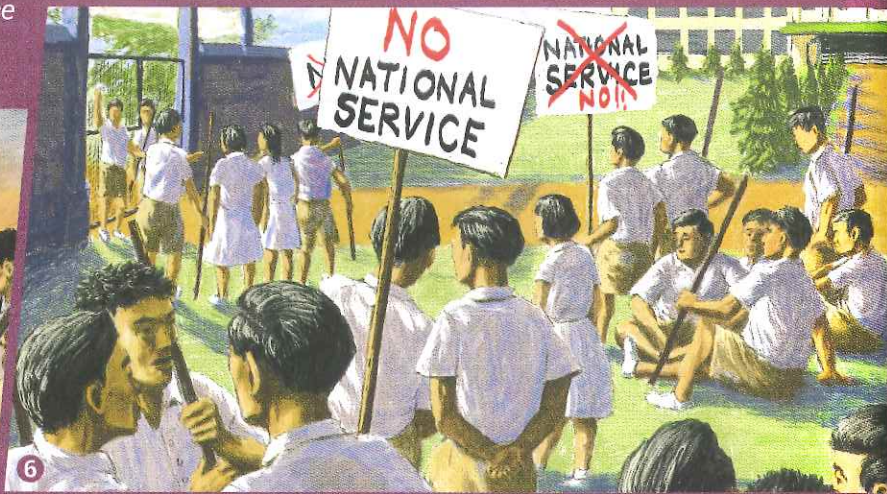
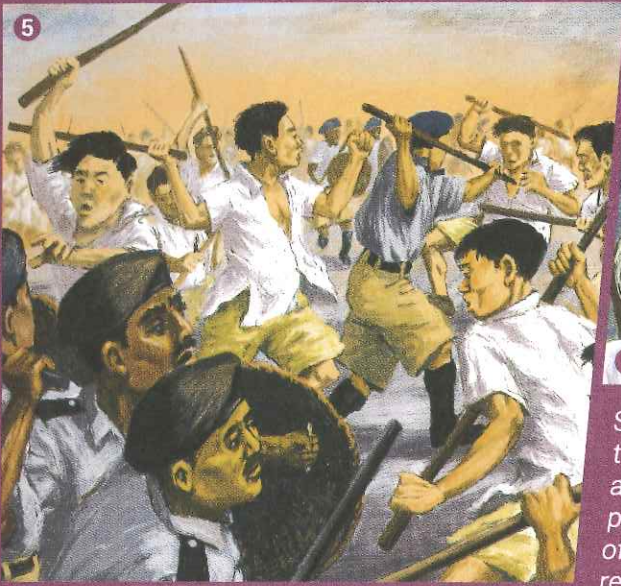
Many of the Chinese middle school students were old enough to qualify for National Service as the Japanese Occupation had disrupted their schooling. They were upset and did not want their studies to be further disrupted.

There was also miscommunication between the British colonial government and the Chinese middle school students. Many of the students thought that they would be sent into the Malayan jungle to fight in the Emergency. Some of them were not willing to defend the colonial government, which they believed had neglected their interests.



On 13 May 1954, about 500 male and female students held a peaceful demonstration against National Service. They tried to petition for a postponement but this request was rejected.

The British colonial government deployed the police to end the demonstration. Hundreds of students clashed with the police, leaving 26 injured.



Student demonstrations continued over the next few weeks. On 22 May, thousands of students locked themselves in Chung Cheng High School as part of their protest. The students dispersed on 23 May when their parents came to the school to persuade them to leave. As a result of the riots, the British colonial government decided to postpone the registration for National Service.



▲ A clash between the Chinese middle school students and the police, May 1954

Source 9

Open Letter To All Nationalities To Protest Against 'The National Service Registration Bill'

Dear Brothers of all nationalities!

To maintain our benefits, freedom, peace, as well as world peace, we strongly protest against 'The National Service Registration Bill'. We must unite under the lead of the Malayan Communist Party for our country's freedom, and to fight against British colonialism!

— Adapted from the Singapore People's Anti-Briton Union's protest letter addressed to the British colonial government, 1954

IT Link

Find out more about the Anti-National Service Riots at Singapore's e-Encyclopaedia (go to <http://www.nlb.gov.sg> and click on 'Singapore e-Encyclopaedia' under the 'Research' tab). Use the following keywords in your search:

- National Service Riots of 1954

Distrust for the British among the Chinese middle school students further increased after the police were sent to break up the anti-National Service demonstrations. This led students to believe that the British were not genuine in their attempts to introduce constitutional changes. Thus, it resulted in the formation of student groups such as the Singapore Chinese Middle School Students' Union (SCMSSU). Some members within these groups sought to promote anti-colonial ideas.

Let's Discuss

How do you think the British colonial government might have viewed the Chinese middle schools during the post-war period? Why do you think so?



▲ A letter issued by the Singapore People's Anti-Briton Union to protest against National Service registration, 1954

Trade Unions

There were a number of trade unions set up after 1948 to protect the rights and welfare of workers in Singapore. Some trade unions, such as the Singapore Factory and Shop Workers Union (SFSWU) and the Singapore Bus Workers Union (SBWU), were formed in the 1950s and were under the influence of the MCP. Former student leaders from the Chinese middle schools, Lim Chin Siong and Fong Swee Suan, became leaders in these unions. They were active in organising anti-colonial activities, and were able to reach out to and influence the views of the masses through these unions.

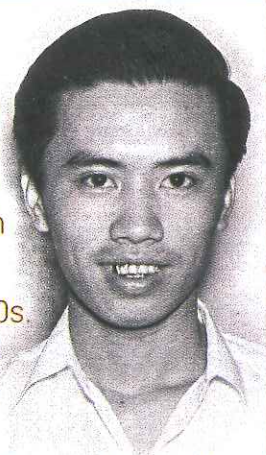
Learn More About It

Lim Chin Siong (1933–1996)

Lim Chin Siong was born in Singapore in 1933. He attended Catholic High School, and later transferred to The Chinese High School. He was involved in the Singapore Students' Anti-British League (SSABL), and was later expelled from school for organising an examination boycott.

Lim was actively involved in union activities throughout the 1950s. In 1954, he was made Secretary of the SBWU, and was later elected Secretary-General of the SFSWU. Under his leadership, the SFSWU grew rapidly in membership.

Lim joined the PAP in 1954 and was elected to the Legislative Assembly in the 1955 election. However, he was arrested in 1956 for his anti-British activities and detained until 1959. In 1963, Lim was arrested once again during an anti-communist raid known as Operation Coldstore. He was detained until 1969 under the Preservation of Public Security Ordinance (PPSO) for his suspected links with the MCP. He was released in 1969 and went into exile in London.



Appendix 3

Diagrams and Figures

This appendix contains the following diagrams and figures:

3.1: “Thinking Like a Historian” Chart

3.2: A Framework for Comparative Education Analyses

3.3: Researcher’s application of the Bray & Thomas (1995) cube for the purposes of this study

3.4: Australia’s education system

3.5: South Australia’s education system

3.6: Singapore’s education system

3.7: Secondary school education: “learning tailored to different abilities”

3.8: Express course (GCE O-Level Programme) overview

3.9: Normal (Academic) course overview

3.10: Normal (Technical) course overview

3.11: Triangulation Method Applied to Study of Lower Secondary History in Singapore and Australia

3.12: Layout of content from the Australian Curriculum: History 7-10

3.13: Layout of the depth study: *Investigating the ancient past*

3.14: The Australian Curriculum: History content description codes

3.15: Icons for cross-curriculum priorities and general capabilities

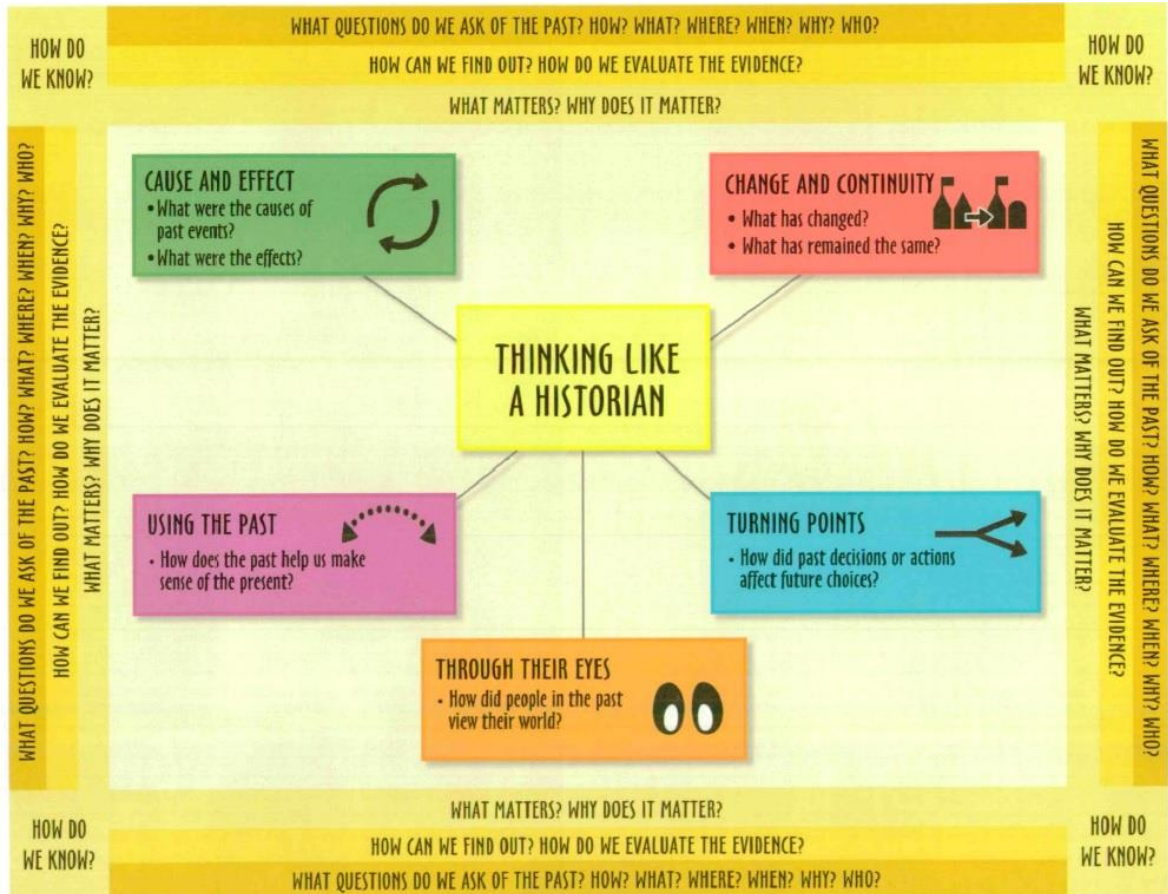
3.16: Explanation provided for Achievement Standards in the Australian Curriculum: History

(v.7.1)

3.17: Definition for 'evidence' from the Australian Curriculum: History (v.7.1)

Appendix 3.1

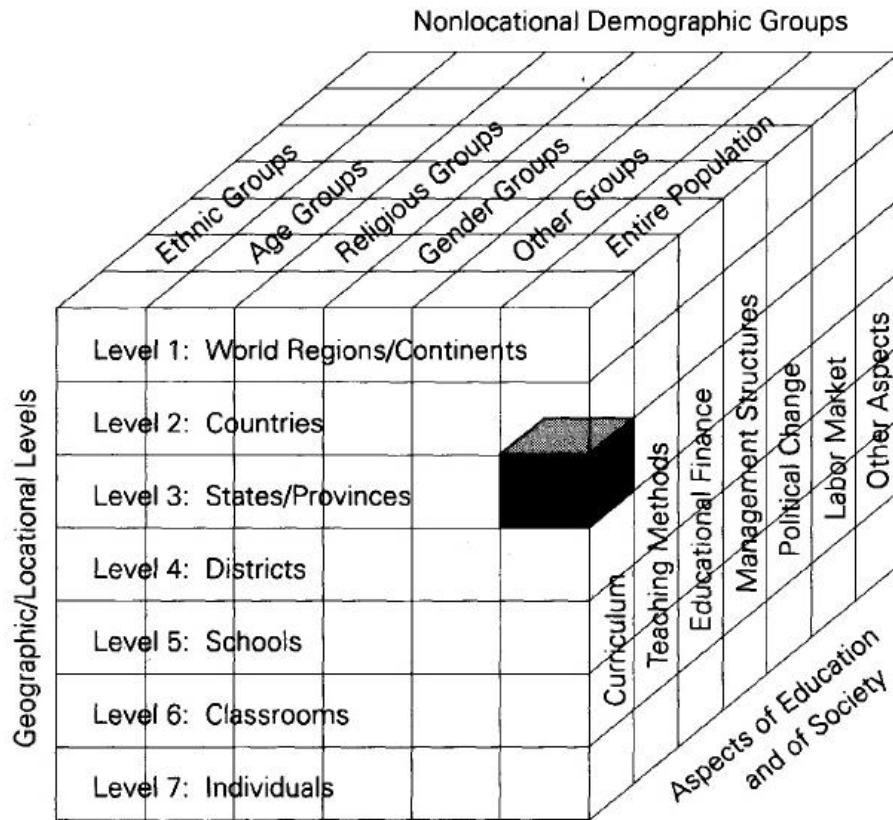
“Thinking Like a Historian” Chart



Source: Mandell (2008, p. 60).

Appendix 3.2

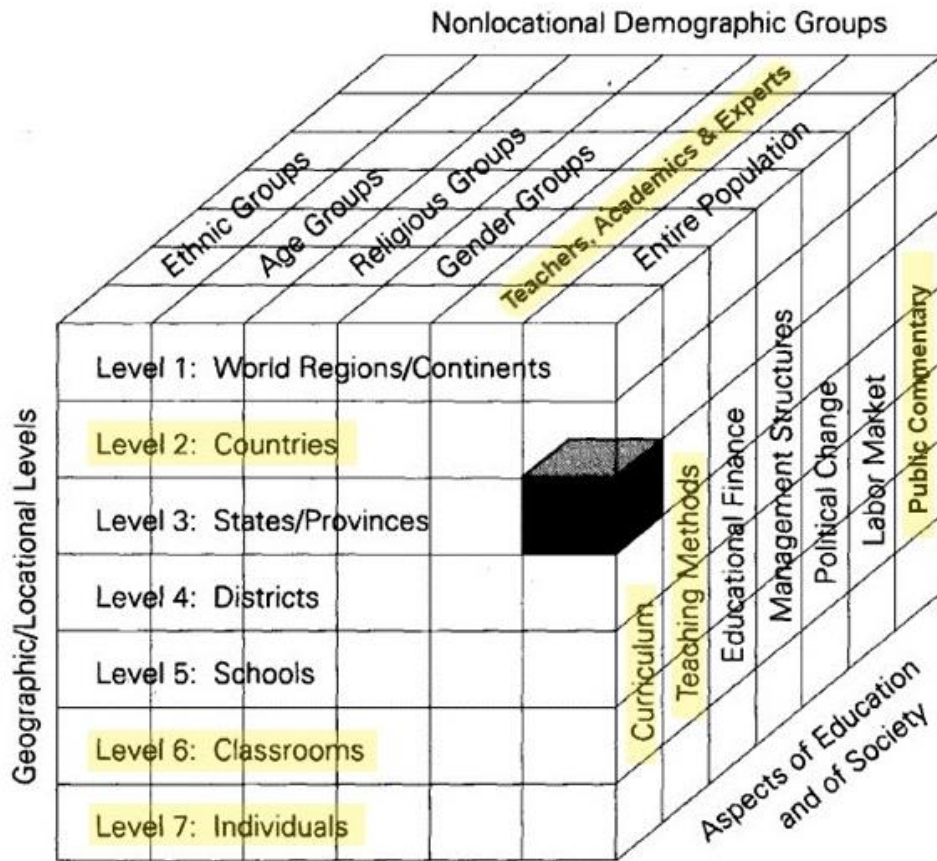
A Framework for Comparative Education Analyses



Source: Bray & Thomas (1995, p. 475).

Appendix 3.3

Researcher's application of the Bray & Thomas (1995) cube for the purposes of this study.



The variables used in this study are highlighted in yellow.

Appendix 3.4

Australia's education system

Material presented in the *Australia Country Education Profile* is the copyright of the Commonwealth of Australia and provided under a Creative Commons Attribution-NonCommercial 3.0 Australia licence.

School level	Typical age at commencement	Sector of School in ACT, NSW, QLD*, TAS, VIC, WA*	Sector of School in SA	Sector of School in NT
Foundation Year Kindergarten (ACT, NSW) Pre-Primary (WA) Preparatory (QLD, Vic, Tas) Reception (SA) Transition (NT)	5	Primary	Primary	Early Years
Year 1	6	Primary	Primary	Early Years
Year 2	7	Primary	Primary	Early Years
Year 3	8	Primary	Primary	Early Years
Year 4	9	Primary	Primary	Primary Years
Year 5	10	Primary	Primary	Primary Years
Year 6	11	Primary	Primary	Primary Years
Year 7	12	Secondary	Primary	Middle Years
Year 8	13	Secondary	Secondary	Middle Years
Year 9	14	Secondary	Secondary	Middle Years
Year 10	15	Secondary	Secondary	Senior Years**
Year 11 (Senior Secondary)	16	Senior Secondary	Senior Secondary	Senior Years**
Year 12 (Senior Secondary)	17	Senior Secondary	Senior Secondary	Senior Years**

*From 2015, Year 7 transitioned to the first year of high school in Queensland and Western Australia.

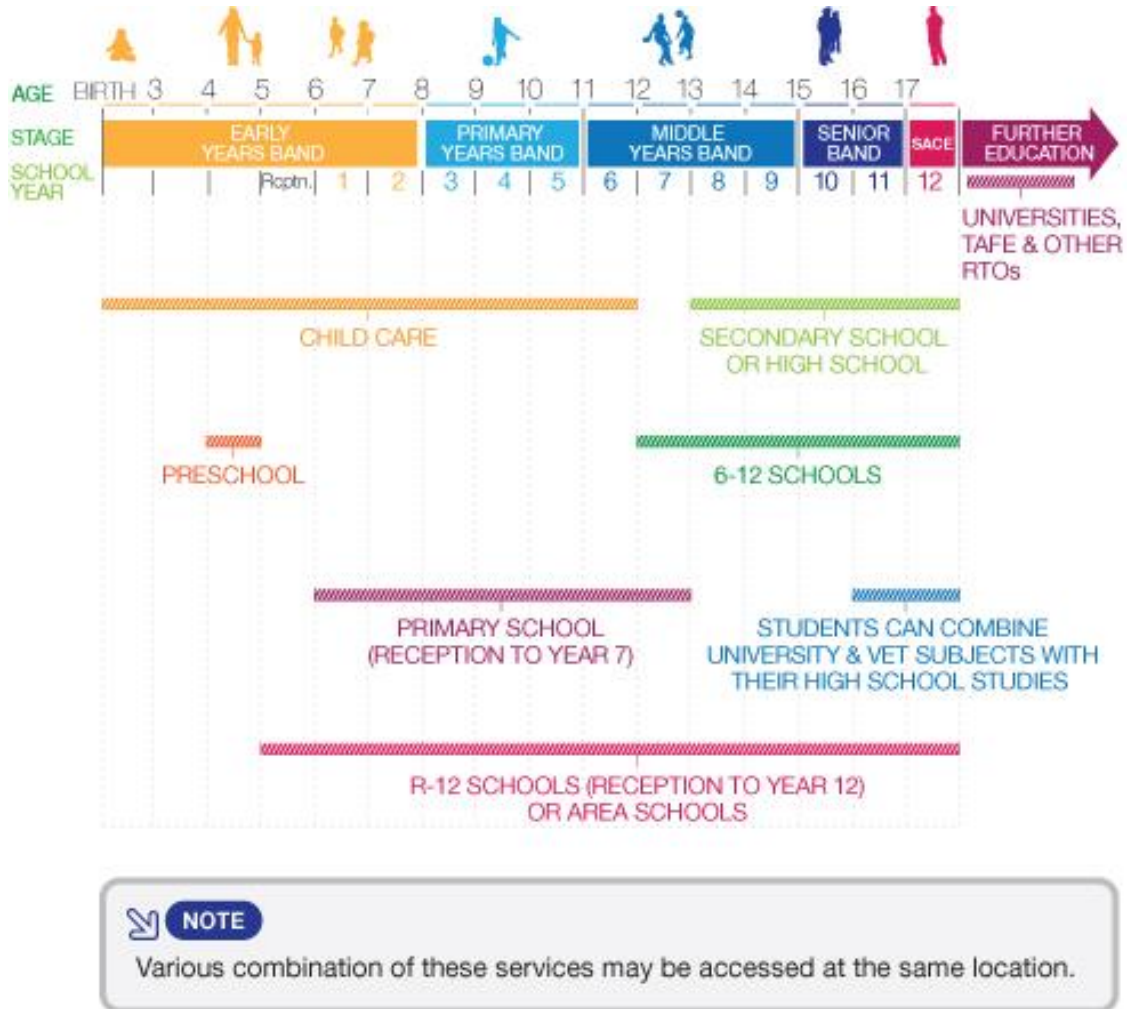
**In the Northern Territory Senior Years include Year 10, 11, 12. However, senior secondary studies are undertaken in Year 11 and 12 only.

Source: Department of Education and Training (2015, p. 34).

Appendix 3.5

South Australia's education system

This image was licensed under a Creative Commons Attribution 3.0 Australia licence.

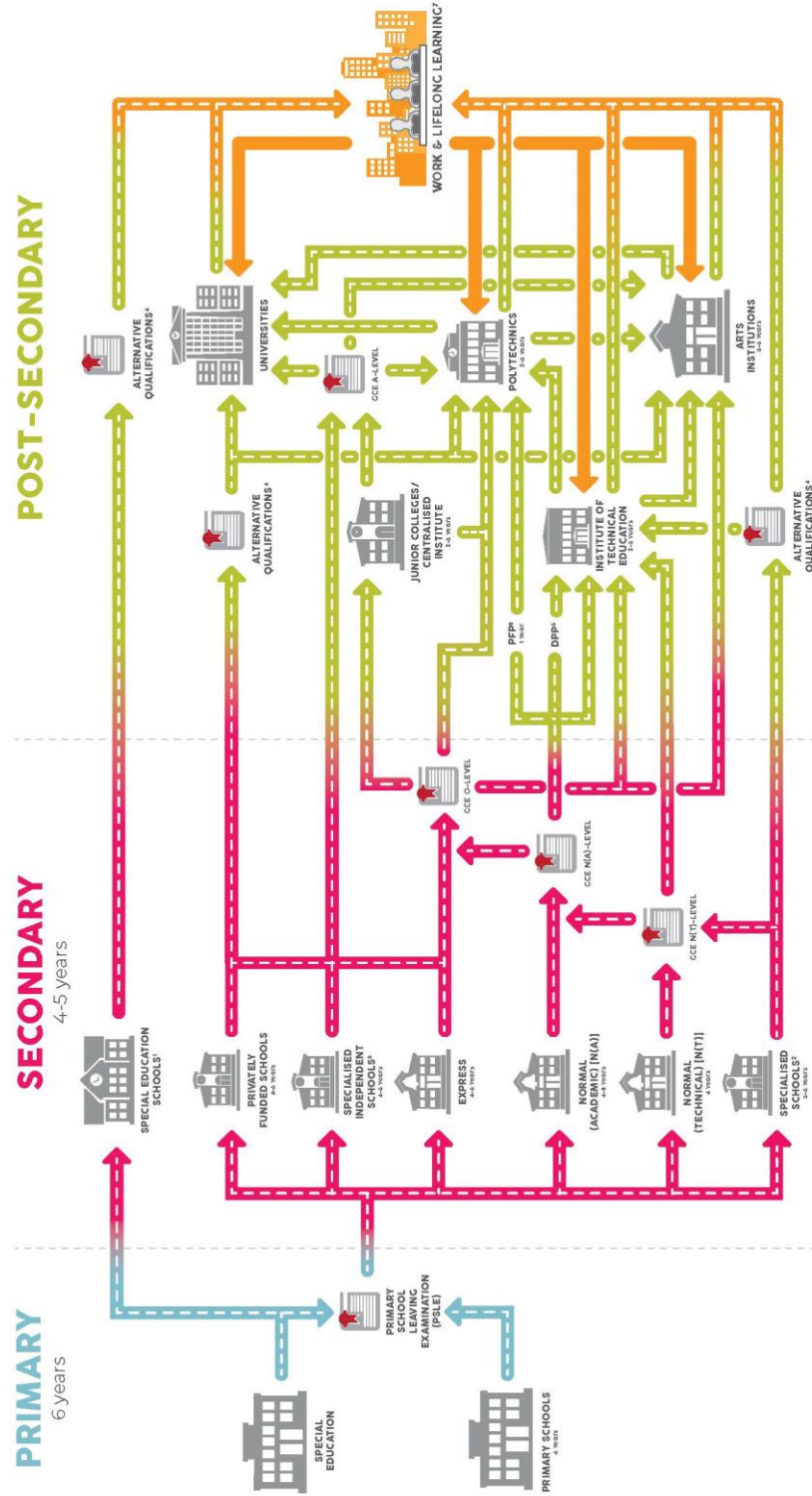


Source: Department for Education (2016).

Appendix 3.6

Singapore's education system

Singapore's Education System : An Overview



¹ Students in special education schools which offer the national primary curriculum will sit for PSE. Some students in Fulllight School who take the national secondary curriculum may also sit for the GCE N- or O-level examinations. Note: This has not been fully represented in the graphic.

² Specialised schools offer customised programmes for students who are inclined towards hands-on and practical learning. Some also offer N(T)-level exams. These schools are Northlight School, Assumption Pathway School, Crest Secondary School and Spectra Secondary School.

³ Specialised independent schools offer specialised education catering to students with talents and strong interests in specific fields such as the arts, sports, mathematics and science, and applied learning. These schools are the School of the Arts, Singapore Sports School, NIS High School of Mathematics and Science, and the School of Science and Applied Learning. These schools are all independent of the Singapore Education system and are not subject to the same regulations as schools in the Singapore Education system. Eligible students of the School of the Arts can pursue a diploma programme in the National Polytechnic of the Arts to gain admission to the fourth year of study.

⁴ Alternative Qualifications refer to qualifications not traditionally offered at mainstream schools in Singapore.

⁵ The Polytechnic Foundation Programme (PFP) is a diploma-specific foundation programme conducted by the polytechnics over two academic semesters for students who have completed Secondary AN(A). Students who successfully complete the PFP may progress directly into the first year of their respective polytechnic diploma courses.

⁶ The Direct-Entry Scheme to Polytechnic Programme (DEP) is a through-train pathway to polytechnics via ITE. For students who have completed Secondary AN(A), DEP students who successfully complete a two-year/Higher/ITE programme at ITE and obtain the required qualifying Grade Point Average (GPA) scores are guaranteed a place in a polytechnic diploma course mapped to their Higher/ITE course.

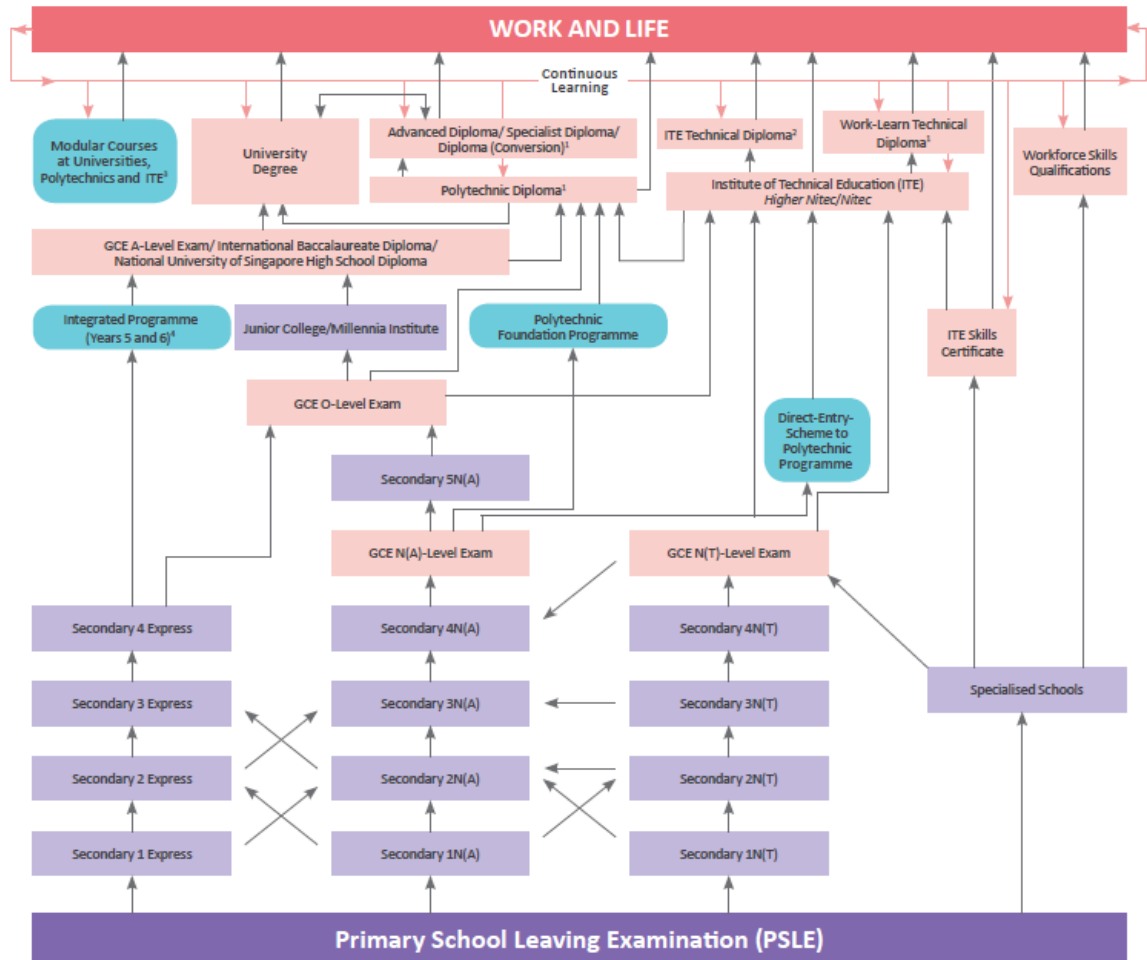
⁷ Adults and working professionals are encouraged to enrol and make through quality learning options in lifelong learning provided by our Institutes of Higher Learning (IHLs) and Singapore Institutes of Skills, Capabilities and Creativity (SICC) learning programmes. For more information on the learning programmes, please refer to the SICC website.

Note: Students can opt to transfer (directly) between Express, N(A) and N(T). If they are assessed to be more suitable for these courses, (this has not been fully represented in the graphic).

Source: MOE (2019e).

Appendix 3.7

Secondary school education: “learning tailored to different abilities”



Refer to the overview of Singapore's Education System on the previous pages to see the diverse education pathways offered beyond secondary schools.

Footnotes:

- 1 Selected programmes will be progressively made available as SkillsFuture Earn and Learn Programmes, which are work-learn programmes designed to give fresh polytechnic and ITE graduates a head-start in their careers related to their discipline of study.
- 2 Graduates of Technical Engineer Diploma (TED) in Machine Technology and TED in Automotive Engineering are eligible to apply for admission into a relevant part-time Bachelor of Technology (B.Tech) degree programme at NUS.
- 3 Relevant modular courses may count towards the attainment of a full qualification at the universities, polytechnics and ITE.
- 4 Schools that offer the Integrated Programme admit students at Secondary 1. Places are also available to admit students at Year 3. (This has not been fully represented in the diagram.)

Note: The Arts Institutions, NAFA and LASALLE, also offer diploma and degree programmes in the creative arts. For the pathways for education placement of students with special needs, please refer to: <https://www.moe.gov.sg/education/special-education/special-education-schools/education-pathways-for-children>.

Source: MOE (2019i, p. 3).

Appendix 3.8

Express course (GCE O-Level Programme) overview

Course length	4 years
Subjects at lower secondary	<p>Students are exposed to a wide range of subjects at the lower secondary level to:</p> <ul style="list-style-type: none"> • Help them make informed choices on their subjects at upper secondary level and beyond. • Prepare them to cope with these subjects at upper secondary level. <p>The subjects offered are:</p> <ul style="list-style-type: none"> • English Language • Mother Tongue Languages • Mathematics • Science • Character and Citizenship Education • Humanities, such as Geography, History and Literature in English • Design and Technology • Food and Consumer Education • Physical Education • Art • Music • Project Work
Compulsory subjects at upper secondary	English Language, Mother Tongue Language, Mathematics, Science, Humanities
Options and electives	<ul style="list-style-type: none"> • Elective subjects available at upper secondary • Elective programmes available
Certifications offered	<ul style="list-style-type: none"> • GCE O-Level (Secondary 4)
Next educational level	Junior college, Millennia Institute, polytechnic or Institute of Technical Education (ITE)

Source: MOE (2019a).

Appendix 3.9

Normal (Academic) course overview

Course type	Academic
Course length	4 or 5 years
Subjects at lower secondary	<p>Students are exposed to a wide range of subjects at the lower secondary level to:</p> <ul style="list-style-type: none"> Help them make informed choices on their subjects at upper secondary level and beyond. Prepare them to cope with these subjects at upper secondary level. <p>The subjects offered are:</p> <ul style="list-style-type: none"> English Language Mother Tongue Languages Mathematics Science Character and Citizenship Education Humanities, such as Geography, History and Literature in English Design and Technology Food and Consumer Education Physical Education Art Music Project Work
Compulsory subjects at upper secondary	English Language, Mother Tongue Language, Mathematics, Science, Humanities
Options and electives	<ul style="list-style-type: none"> Eligible students may take some subjects at the Express level through Subject-Based Banding (SBB). <ul style="list-style-type: none"> From 2024, all secondary schools will adopt full SBB. Learn more about it. Elective subjects available at upper secondary Elective programmes available
Certifications offered	<ul style="list-style-type: none"> Secondary 4: GCE N(A)-Level and/or GCE O-Level (for subjects offered at O-Level) Secondary 5: GCE O-Level
Next educational level	<p>After N-Level:</p> <ul style="list-style-type: none"> Normal (Academic) at Secondary 5 for GCE O-Level examination Polytechnic through the Polytechnic Foundation Programme (PFP) Nitec Programme offered by the Institute of Technical Education (ITE), or Higher Nitec Programme via the Direct-Entry Scheme to Polytechnic Programme (DPP) offered by the Institute of Technical Education (ITE) <p>After O-Level:</p> <ul style="list-style-type: none"> Junior college, Millennia Institute, polytechnic or Institute of Technical Education (ITE)

Source: MOE (2019b).

Appendix 3.10

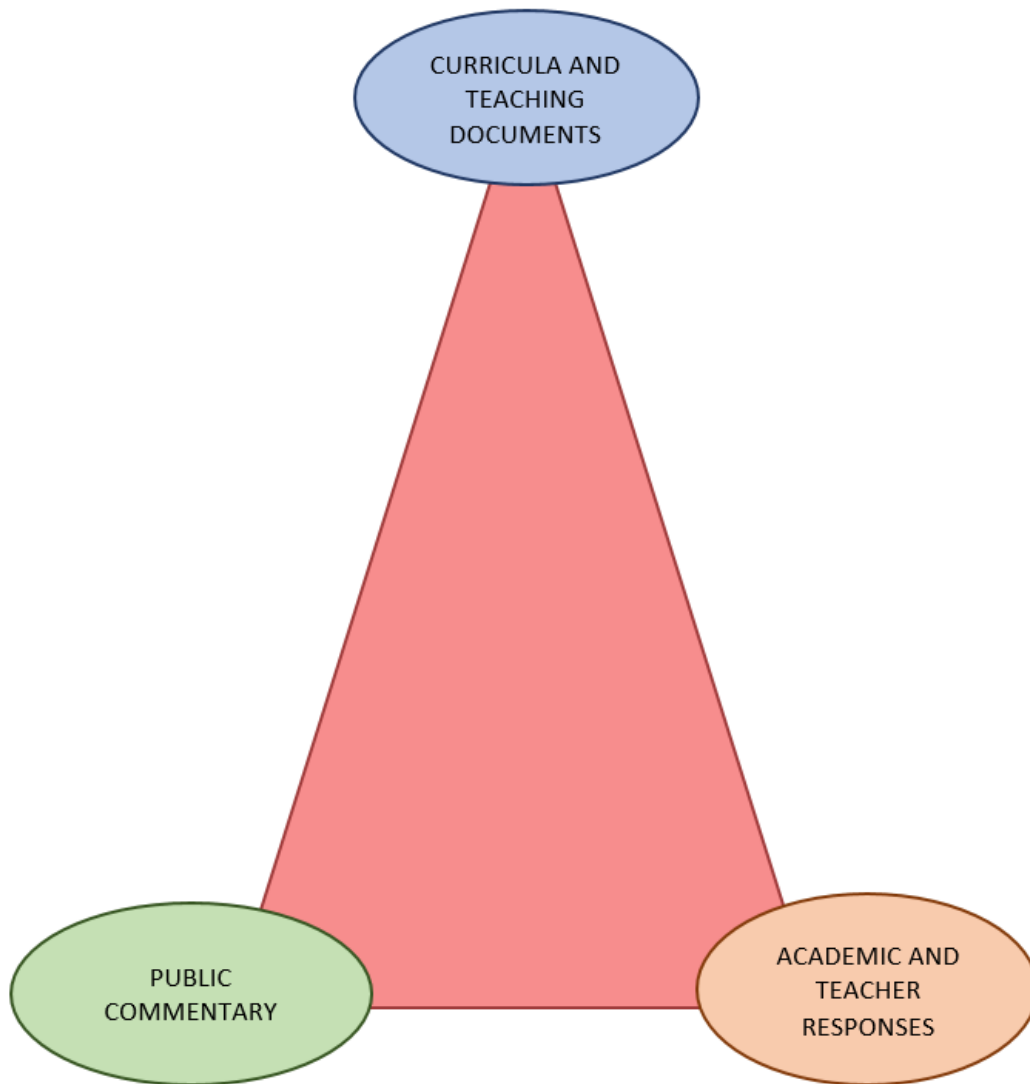
Normal (Technical) course overview

Course length	4 years
Subjects at lower secondary	<p>Students are exposed to a wide range of subjects at the lower secondary level to:</p> <ul style="list-style-type: none"> • Help them make informed choices on their subjects at upper secondary level and beyond. • Prepare them to cope with these subjects at upper secondary level. <p>The subjects offered are:</p> <ul style="list-style-type: none"> • English Language • Mother Tongue Languages • Mathematics • Science • Character and Citizenship Education • Social Studies • Computer Applications • Design and Technology • Food and Consumer Education • Physical Education • Art • Music • Project Work
Compulsory subjects at upper secondary	English Language, Mother Tongue Language, Mathematics, Computer Applications and Social Studies
Options and electives	<ul style="list-style-type: none"> • Eligible students may take some subjects at the Normal (Academic) or Express course levels through Subject-Based Banding (SBB) <ul style="list-style-type: none"> • From 2024, all secondary schools will adopt full SBB. Learn more about it. • Elective programmes available
Certifications offered	<ul style="list-style-type: none"> • GCE N(T)-Level (Secondary 4) • GCE N(A)-Level (Secondary 4) for subjects offered at N(A)-Level • GCE O-Level (Secondary 4) for subjects offered at O-Level
Next educational level	<p>Nitec Programme offered by the Institute of Technical Education (ITE).</p> <p>or</p> <p>Normal (Academic) at Secondary 4, if eligible</p>

Source: MOE (2019c).

Appendix 3.11

Triangulation Method Applied to Study of Lower Secondary History in Singapore and Australia



Appendix 3.12

Layout of content from the Australian Curriculum: History 7-10

Year 7: The ancient world (60 000 BC (BCE) – c.650 AD (CE))		
Overview		
Depth Study 1: <i>Investigating the Past</i>	Depth Study 2: <i>The Mediterranean world</i>	Depth Study 3: <i>The Asian world</i>
<i>No electives</i>	Choose ONE of the following: Egypt Greece Rome	Choose ONE of the following: India China

Year 8: The ancient to modern world (c.650 – 1750 AD (CE))		
Overview		
Depth Study 1: <i>The Western and Islamic world</i>	Depth Study 2: <i>The Asia-Pacific world</i>	Depth Study 3: <i>Expanding contacts</i>
Choose ONE of the following: The Ottoman Empire (c.1299 – c.1683) Renaissance Italy (c.1400 – c.1600) The Vikings (c.790 – c.1066) Medieval Europe (c.590 – c.1500)	Choose ONE of the following: Angkor/Khmer Empire (c.802 – c.1431) Japan under the Shoguns' (c.794 – 1867) The Polynesian expansion across the Pacific (c.700 – 1756)	Choose ONE of the following: Mongol expansion (c.1206 – c.1368) The Black Death in Asia, Europe and Africa (14 th century plague) The Spanish conquest of the Americas (c.1492 – c.1572)

Year 9: The making of the modern world (1750 to 1918)		
Overview		
Depth Study 1: <i>Making a better world?</i>	Depth Study 2: <i>Australia and Asia</i>	Depth Study 3: <i>World War 1</i>
Choose ONE of the following: The Industrial Revolution (1750 - 1914) Progressive ideas and movements (1750 – 1918) Movement of peoples (1750 – 1901)	Choose ONE of the following: Asia and the world Making a nation (1750 – 1914)	<i>No electives</i>

Year 10: The modern world and Australia (1918 to the present)		
Overview		
Depth Study 1: <i>World War 2 (1939 - 45)</i>	Depth Study 2: <i>Rights and freedoms (1945 – the present)</i>	Depth Study 3: <i>The Globalising World</i>
<i>No electives</i>	<i>No electives</i>	Choose ONE of the following: Popular culture (1945 – present) Migration experiences (1945 – present) The environment movement (1960s – present)

Source: ACARA (2015e).

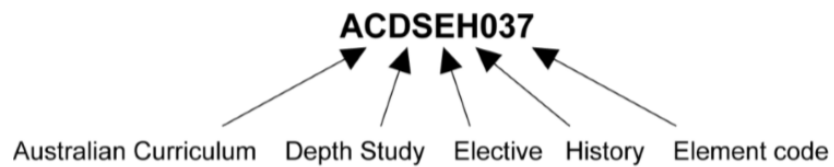
Appendix 3.14

The Australian Curriculum: History content description codes

The Australian Curriculum History codes are:

Code	Interpretation
ACHHK	Australian Curriculum, History, Historical Knowledge
ACHHS	Australian Curriculum, History, Historical Skills
ACDSEH	Australian Curriculum, Depth Study, Elective, History

Years 7–10 example identifying the depth study and elective:













Depth study code	Interpretation
ACDSEH037	Australian Curriculum, Depth Study, Elective, History, Element code

Source: Board of Studies NSW (2012, p. 8).

Appendix 3.15

Icons for cross-curriculum priorities and general capabilities

Cross-curriculum priorities	
	Aboriginal and Torres Strait Islander Histories and Cultures
	Asia and Australia's Engagement with Asia
	Sustainability
General capabilities	
	Literacy
	Numeracy
	Information and Communication Technology (ICT) Capability
	Critical and Creative Thinking
	Personal and Social Capability
	Ethical Understanding
	Intercultural Understanding

The above priorities and capabilities have been outlined according to the order on ACARA's (n.d.a; n.d.b) website.

Source: ACARA (2015e).

Appendix 3.16

Explanation provided for Achievement Standards in the Australian Curriculum: History (v.7.1)

Achievement Standards

Across Foundation to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point on their schooling. Achievement standards comprise a written description and student work samples.

An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding, and the sophistication of skills) that would indicate the student is placed well to commence the learning required at the next level of achievement.

The sequence of achievement standards across Foundation to Year 10 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area.

Student works samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student's response, and annotations identifying the quality of learning evident in the student's response in relation to relevant parts of the achievement standard.

Together, the description of the achievement standard and the accompanying set of annotated work samples help teachers to make judgments about whether students have achieved the standard.

Source: ACARA (2014c).

Appendix 3.17

Definition for 'evidence' in the Australian Curriculum: History (v.7.1)

evidence

in History, evidence is the information obtained from sources that is valuable for a particular inquiry (for example the relative size of historical figures in an ancient painting may provide clues for an inquiry into the social structure of the society). Evidence can be used to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion.

Source: ACARA (2014c).

Appendix 4

Ethics Approvals and Data Collection Information

This appendix contains the following documents:

4.1: The University of Adelaide ethics approval

4.2: The University of Adelaide ethics approval (extension)

4.3: The Ministry of Education (Singapore) approval to collect data

4.4: Catholic Education South Australia approval to collect data

4.5: Catholic Education Diocese of Parramatta approval to collect data

4.6: New South Wales Department of Education approval to collect data

4.7: Department for Education and Child Development (South Australia) Clearance Letter

4.8: Email of Introduction: Academics and Experts (Australia)

4.9: Email of Introduction: Academics and Experts (Singapore)

4.10: Email of Introduction: School principals (Australia)

4.11: Email of Introduction: School principals (Singapore)

4.12: Email of Introduction: Teachers (Australia)

4.13: Email of Introduction: Teachers (Singapore)

4.14: Participant Information Sheet: Academics and Experts (Australia and Singapore)

4.15: Participant Information Sheet: Principals and Deputies (Australia)

- 4.16: Participant Information Sheet: Principals and Deputies (Singapore)
- 4.17: Participant Information Sheet: History Teachers (Australia)
- 4.18: Participant Information Sheet: History Teachers (Singapore)
- 4.19: Consent form for academic and expert participants (Australia and Singapore)
- 4.20: Consent form for Paul Foley (Interview, Australia)
- 4.21: Consent form for all school participants (Australia and Singapore)
- 4.22: Contacts for Information on Project and Independent Complaints Procedure
- 4.23: Personal Response Questions: Academics and Experts (Australia)
- 4.24: Personal Response Questions: Principals and Deputies (Australia)
- 4.25: Personal Response Questions: Teachers (Australia)
- 4.26: Personal Response Questions: Academics (Singapore)
- 4.27: Personal Response Questions: Principals and Deputies (Singapore)
- 4.28: Personal Response Questions: Teachers (Singapore)

Appendix 4.1

The University of Adelaide ethics approval



RESEARCH BRANCH
OFFICE OF RESEARCH ETHICS, COMPLIANCE
AND INTEGRITY

LEVEL 7, 115 GRENFELL STREET
THE UNIVERSITY OF ADELAIDE
SA 5005 AUSTRALIA

TELEPHONE +61 8 8313 5137
FACSIMILE +61 8 8313 3700
EMAIL hrec@adelaide.edu.au

CRICOS Provider Number 00123M

21 October 2014

Dr G Rodwell
School: School of Education

Dear Dr Rodwell

ETHICS APPROVAL No: H-2014-231

PROJECT TITLE: Developing and implementing national history curricula: A comparative study of history curricula in Australia and Singapore

The ethics application for the above project has been reviewed by the Low Risk Human Research Ethics Review Group (Faculty of Humanities and Social Sciences and Faculty of the Professions) and is deemed to meet the requirements of the *National Statement on Ethical Conduct in Human Research (2007)* involving no more than low risk for research participants. You are authorised to commence your research on **21 Oct 2014**.

Ethics approval is granted for three years and is subject to satisfactory annual reporting. The form titled *Project Status Report* is to be used when reporting annual progress and project completion and can be downloaded at <http://www.adelaide.edu.au/ethics/human/guidelines/reporting>. Prior to expiry, ethics approval may be extended for a further period.

Participants in the study are to be given a copy of the Information Sheet and the signed Consent Form to retain. It is also a condition of approval that you **immediately report** anything which might warrant review of ethical approval including:

- serious or unexpected adverse effects on participants,
- previously unforeseen events which might affect continued ethical acceptability of the project,
- proposed changes to the protocol; and
- the project is discontinued before the expected date of completion.

Please refer to the following ethics approval document for any additional conditions that may apply to this project.

Yours sincerely

PROFESSOR RACHEL A. ANKENY
Co-Convenor
Low Risk Human Research Ethics Review Group
(Faculty of Humanities and Social Sciences and Faculty
of the Professions)

ASSOCIATE PROFESSOR PAUL BABIE
Co-Convenor
Low Risk Human Research Ethics Review Group
(Faculty of Humanities and Social Sciences and Faculty
of the Professions)

Appendix 4.2

The University of Adelaide ethics approval (extension)



RESEARCH SERVICES
OFFICE OF RESEARCH ETHICS, COMPLIANCE
AND INTEGRITY
THE UNIVERSITY OF ADELAIDE

LEVEL 4, RUNDLE MALL PLAZA,
50 RUNDLE MALL
ADELAIDE SA 5000 AUSTRALIA

TELEPHONE +61 8 8313 5137
FACSIMILE +61 8 8313 3700
EMAIL hrec@adelaide.edu.au

CRICOS Provider Number 00123M

Our reference 0000019523

23 April 2018

Dr Margaret Secombe
School of Education

Dear Dr Secombe

ETHICS APPROVAL No: H-2014-231
PROJECT TITLE: Developing and implementing national history curricula: A comparative study of history curricula in Australia and Singapore

Thank you for the Annual Report provided by you on 20 April 2018 in which an extension was requested in order that Rachel Bleeze, PhD student, can complete the writing up stage of her PhD.

The ethics amendment for the above project has been reviewed by the Secretariat, Human Research Ethics Committee and is deemed to meet the requirements of the *National Statement on Ethical Conduct in Human Research (2007)* involving no more than low risk for research participants.

You are authorised to commence your research on: 21/10/2014
The ethics expiry date for this project is: 31/10/2020

NAMED INVESTIGATORS:

Chief Investigator: Dr Margaret Secombe
Associate Investigator: Dr Grant Rodwell
Student - Postgraduate Doctorate by Research (PhD): Miss Rachel Anne Bleeze

Ethics approval is granted for three years and is subject to satisfactory annual reporting. The form titled Annual Report on Project Status is to be used when reporting annual progress and project completion and can be downloaded at <http://www.adelaide.edu.au/research-services/oreci/human/reporting/>. Prior to expiry, ethics approval may be extended for a further period.

Participants in the study are to be given a copy of the information sheet and the signed consent form to retain. It is also a condition of approval that you immediately report anything which might warrant review of ethical approval including:

- serious or unexpected adverse effects on participants,
- previously unforeseen events which might affect continued ethical acceptability of the project,
- proposed changes to the protocol or project investigators; and
- the project is discontinued before the expected date of completion.

Yours sincerely,

Ms Sabine Schreiber
Secretary

The University of Adelaide

Appendix 4.3

The Ministry of Education (Singapore) approval to collect data



1 North Buona Vista Drive
Singapore 138675
Robinson Road P.O. Box 746
Telephone : (65) 68722220
Facsimile : (65) 67755826
Website : www.moe.gov.sg
Email : contact@moe.gov.sg

Ministry of Education
SINGAPORE

EDUN N32-07-005

Request No.: **RQ128-15(11)**

18 November 2015

Ms Rachel Anne Bleeze



Dear Ms Rachel Anne Bleeze,

DEVELOPING AND IMPLEMENTING NATIONAL HISTORY CURRICULA: A COMPARATIVE STUDY OF HISTORY CURRICULA IN AUSTRALIA AND SINGAPORE

I refer to your application for approval to collect data from schools.

2. I am pleased to inform you that the Ministry has no objections to your request to conduct the research in **9 secondary schools**, subjected to the following conditions:

- a) the approved research proposal is adhered to during the actual study in schools;
- b) the data collected is kept strictly confidential and used for the stated purpose only; and
- c) the findings are not published without written approval from the Ministry and a copy of the findings is shared with the Ministry upon completion of the study.

3. When conducting the data collection in the schools, please ensure that the following are carried out:

- a) consent is obtained from the Principals for the study to be conducted in the schools;
- b) written parental consent is obtained before conducting the study with the students;
- c) teachers are informed that participation in the study is voluntary and they do not need to provide any sensitive information (e.g. name and NRIC No.);
- d) participation by the schools are duly recorded in Annex A; and
- e) the data collection in schools is completed within 6 months from the date of this letter.

4. Please show this letter and all the documents included in this mail package (i.e. the application form, research proposal and research instrument(s) marked as seen by MOE) to seek approval from the Principals and during the actual study.

Yours sincerely

Terence Foo Sheng Jie
Research Analyst, Management Information/Corporate Research 1
Planning Division
for Permanent Secretary (Education)

Note to Principal: Please refer to MOE notification PA/25/12 for the Guidelines on Data Collection from Schools.



Integrity, the Foundation • People, our Focus • Learning, our Passion • Excellence, our Pursuit

Appendix 4.4

Catholic Education South Australia approval to collect data



Adelaide Catholic Education Centre
 116 George Street, Thebarton SA 5031
 PO Box 179, Torrensville Plaza SA 5031
 T +61 8 8301 6600 F +61 8 8301 6611
 E director@cesa.catholic.edu.au
 W www.cesa.catholic.edu.au

Ms Rachel Bleeze
 PhD Candidate
 School of Education
 Level 6 (Rm 6.09)
 10 Pulteney Street (Nexus 10 Tower)
 The University of Adelaide
 ADELAIDE SA 5005

Dear Rachel

RE Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore

Thank you for your email of 23 April 2015 in which you seek permission to conduct a research study to analyse the nature of history curriculum developed in both Singapore and Australia and its implementation in classrooms. I understand your study will focus on Years 7 to 9 in the Australian Curriculum: History. I also understand that you are seeking participation from one Catholic school in South Australia and your study will involve selected teaching staff members and leadership from the school responding in writing to a set of questions.

In the normal course, permission of the principal is required. Research in Catholic schools is granted on the basis that individual students, schools and the Catholic sector itself is not specifically identified in published research data and conclusions.

Approval is also contingent upon the following conditions, i.e. that:

- the permission of the teachers to participate is obtained
- the research complies with the ethics proposal of the University of Adelaide
- the research complies with any provisions under the Privacy Act that may require adherence by you as researcher in gathering and reporting data
- no comparison between schooling sectors is made
- sector requirements relating to child protection and police checks are met by researchers:
 - where researchers obtain information in relation to a student which suggests or indicates abuse, this information must be immediately conveyed to the Director of Catholic Education SA
 - all researchers and assistants, who in the course of the research interact in any way with students, are required to provide evidence of an acceptable police clearance direct to the school.

2

As you indicate that no contact with school students will be required, no additional police clearances are required. Should this change, you are asked to contact this office immediately.

Please accept my very best wishes for the research process.

Yours sincerely

MONICA CONWAY
ASSISTANT DIRECTOR

15 May 2015

Appendix 4.5

Catholic Education Diocese of Parramatta approval to collect data



Rachel Bleeze
 School of Education
 University of Adelaide
 Level 8, 10 Pulteney St
 Adelaide, SA 5005.
 T: 08 8313 0490 | M: 0400 254 341
 E: Rachel.bleeze@adelaide.edu.au

25th August 2015

Dear Rachel,

Thank you for your Application to Conduct Research entitled: *Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore*, with schools under the auspices of Catholic Education, Diocese of Parramatta (CEDP).

The research has been approved.

This letter approves you and/or your research team to approach the principals of the schools named in your application:

- [REDACTED]
- [REDACTED]

Please note the following points in relation to the research request:

- This approval letter must accompany any approach by your team to a school principal
- It is the school principal who will provide final permission for research to be carried out in the school
- Confidentiality needs to be observed in reporting and must comply with the requirements of the Commonwealth Privacy Amendment (Private Sector) Act 2000.
- Feedback should be provided to schools and a copy of the findings of the research forwarded to the email address shown below.

I look forward to the results of this study and wish you the best over the coming months. If you would like to discuss any aspect of this research in our diocese, please do not hesitate to contact me on 02 9407 7070 or pbarrett@parra.catholic.edu.au.

Yours sincerely,

Mr Patrick Barrett
 Manager of Programs (Special Purpose)

Appendix 4.6

New South Wales Department of Education approval to collect data



Miss Rachel Anne Bleeze
 [REDACTED]

CORP15/24398
 DOC15/729833
SERAP 2015333

Dear Miss Bleeze

I refer to your application to conduct a research project in NSW government schools entitled *Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore*. I am pleased to inform you that your application has been approved.

You may contact principals of the nominated schools to seek their participation. **You should include a copy of this letter with the documents you send to principals.**

This approval will remain valid until 22-Sep-2016.

As this research does not involve face-to-face contact with children, no researchers or research assistants have been screened to interact with or observe children.

I draw your attention to the following requirements for all researchers in NSW government schools:

- The privacy of participants is to be protected as per the NSW Privacy and Personal Information Protection Act 1998.
- School principals have the right to withdraw the school from the study at any time. The approval of the principal for the specific method of gathering information must also be sought.
- The privacy of the school and the students is to be protected.
- The participation of teachers and students must be voluntary and must be at the school's convenience.
- Any proposal to publish the outcomes of the study should be discussed with the research approvals officer before publication proceeds.
- All conditions attached to the approval must be complied with.

When your study is completed please email your report to: serap@det.nsw.edu.au
 You may also be asked to present on the findings of your research.

I wish you every success with your research.

Yours sincerely

Dr Susan Harriman
Leader, Quality Assurance
 23 September 2015



Policy, Planning and Reporting Directorate
NSW Department of Education
 Level 1, 1 Oxford Street, Darlinghurst NSW 2010 – Locked Bag 53, Darlinghurst NSW 1300
 Telephone: 02 9244 5060 – Email: serap@det.nsw.edu.au

Appendix 4.7

Department for Education and Child Development (South Australia) Clearance Letter



Government of South Australia
Department for Education and
Child Development

Strategy and Performance
31 Flinders Street
Adelaide SA 5000
GPO Box 1152
Adelaide SA 5001
DX 541

Tel: 8226 3825
Fax: 8226 1605

26 October 2015

DECD CS/15/00005-1.9
RESEARCHER: Miss Rachel Anne Bleeze
RESEARCH BODY: University of Adelaide

Dear Principal/Director/Site Manager

The research project titled "*Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore*" has been reviewed centrally and granted approval for access to Department for Education and Child Development (DECD) sites. However, the researcher will still need your agreement to proceed with this research at your site.

The Researchers whose names appear below are the only persons permitted to conduct research on your site and have met the DCSI verified child related employment screening for people who work with children and young people.

Rachel Anne BLEEZE – DCSI clearance certificate expiry date – 9 December 2017

Once approval has been given at the local level, it is important to ensure that the researchers fulfil their responsibilities in obtaining informed consent as agreed, that individuals' confidentiality is preserved and that safety precautions are in place.

Please can you advise us if your DECD site will be participating in the research as the information is required as part of the research application process and to keep a record of the burden placed on individual sites for research purposes.

Researchers are encouraged to provide feedback to sites used in their research, and you may wish to make this one of the conditions for accessing your site. To ensure maximum benefit to DECD, researchers are also asked to supply the department with a copy of their final report which will be circulated to interested staff and educators for future reference.

Please contact Ms Olga Haeusler, Research Coordinator – Research and Evaluation on (08) 8226 3825 or email: DECD.ResearchUnit@sa.gov.au for further clarification if required, or to obtain a copy of the final report.

Yours sincerely

ADI AITRED,
A/MANAGER, RESEARCH AND EVALUATION

Appendix 4.8

Email of Introduction: Academics and Experts (Australia)

Dear [REDACTED],

This email is in relation to a project entitled *Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore*. This research project is being conducted by myself, Rachel Bleeze, and will form the basis for the degree of Doctor of Philosophy (PhD in Education) at the University of Adelaide.

This comparative PhD study of Australia and Singapore's History Curricula concentrates on Singapore's Lower Secondary Express and Normal (Academic) History Syllabuses and the Australian National History Curriculum (Years 7-9). By combining document analysis with opinions from major stakeholders, like History teachers, this study aims to analyse the nature of History curriculum and its current development as well as to gain a greater awareness of classroom teaching in History at the Middle School/Lower Secondary years.

In order to make this study as effective as possible, I wish to invite you to participate by volunteering your time to answer a few questions. Participants will be asked to give your written response to a set of questions pertaining to the development and implementation of History curricula, which will take approximately 30 minutes. These questions can be found in the attached folder for you to complete in your own time.

Once completed, it would be appreciated if you could return the questions (by email) to me, along with a signed Consent Form which can also be found in the folder. An Electronic signature is acceptable for this Consent Form, however if you do not possess one, a hand written signature is needed.

The *Contacts and Independent Complaints Procedure Sheet* is also included in the folder for your records. This sheet contains the contact details of the researchers, and the University of Adelaide's Human Research Ethics Committee contact information.

For more information please see the attached Participant Information Sheet.

Thank you for your time.

Kind regards,

Rachel Anne Bleeze
PhD Candidate
School of Education
The University of Adelaide, AUSTRALIA 5005
Ph: [REDACTED]
email: [REDACTED]

Please note: I would appreciate it if you could return your responses in the next few weeks. However if your circumstances are such that you need more time, I would be grateful if you would let me know.

The Email of Introduction above was sent to an academic in Australia, and reflects the emails sent to other academics, as well as history and history education experts in Australia.

Appendix 4.9

Email of Introduction: Academics and Experts (Singapore)

Dear [REDACTED],

This email is in relation to a project entitled *Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore*. This research project is being conducted by myself, Rachel Bleeze, and will form the basis for the degree of Doctor of Philosophy (PhD in Education) at the University of Adelaide.

This comparative PhD study of Australia and Singapore's History Curricula concentrates on Singapore's Lower Secondary Express and Normal (Academic) History Syllabuses and the Australian National History Curriculum (Years 7-9). By combining document analysis with opinions from major stakeholders, like History teachers, this study aims to analyse the nature of History curriculum and its current development as well as to gain a greater awareness of classroom teaching in History at the Middle School/Lower Secondary years.

In order to make this study as effective as possible, I wish to invite you to participate by volunteering your time to answer a few questions. Participants will be asked to give your written response to a set of questions pertaining to the development and implementation of History curricula, which will take approximately 30-40 minutes. These questions can be found in the attached folder for you to complete in your own time.

Once completed, it would be appreciated if you could return the questions (by email) to me, along with a signed Consent Form which can also be found in the folder. An Electronic signature is acceptable for this Consent Form, however if you do not possess one, a hand written signature is needed.

The *Contacts and Independent Complaints Procedure Sheet* is also included in the folder for your records. This sheet contains the contact details of the researchers, and the University of Adelaide's Human Research Ethics Committee contact information.

For more information please see the attached Participant Information Sheet.

Thank you for your time.

Kind regards,

Rachel Anne Bleeze
 PhD Candidate
 School of Education
 The University of Adelaide, AUSTRALIA 5005
 Ph: + 61 [REDACTED]; + 61 8 8313 0490
 email: rachel.bleeze@adelaide.edu.au

The Email of Introduction above was sent to an academic in Singapore, and reflects the emails sent to other academics specialising in history education in Singapore.

Appendix 4.10

Email of Introduction: School principals (Australia)

Dear [REDACTED],

This email is in relation to a project entitled *Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore*. This research project is being conducted by myself, Rachel Bleeze, and will form the basis for the degree of Doctor of Philosophy (PhD in Education) at the University of Adelaide.

The Human Research Ethics Committee at the University of Adelaide and the Department for Education and Child Development (South Australia) have already approved this study.

This comparative PhD study of Australia and Singapore's History Curricula concentrates on Singapore's Lower Secondary Express and Normal (Academic) History Syllabuses and the Australian National History Curriculum (Years 7-9, especially Years 7-8). By combining document analysis with opinions from major stakeholders, like principals and teachers, this study aims to analyse the nature of History curriculum and its current development as well as to gain a greater awareness of classroom teaching in History at the Middle School/Lower Secondary years.

I would like to ask for your permission to approach [REDACTED] staff members to participate in this project. In order to make this study as effective as possible, I wish to invite Year 8-9 History Teachers, Heads of History (or Department) for these years, and a School Principal, Deputy or Middle School Principal (as the school deems appropriate) to participate by volunteering their time to answer a few questions.

Individuals who are potentially able to be participants will be contacted with an Email of Introduction and provided with an appropriate Participant Information Sheet. Those willing to participate can notify me by email. After completing the Consent Form, Participants will be asked to give their written response to a set of questions pertaining to the development and implementation of History curricula, which will take approximately 30 minutes. These questions will be sent via email for them to complete in their own time, and then return by email to me.

If you agree to your school taking part in this study it would be appreciated if you could send me, via email, the email address of an Office Staff Member to whom I can liaise. Under ethics requirements recruitment documents related to participants in this study need to be circulated independent of the researcher.

For more information please see the attached documents. These documents are for your information only and not for distribution to staff. They will be placed into the correct format prior to distribution by the Office Staff Member mentioned above.

Thank you for your time.

Kind regards,

Rachel Bleeze.

Rachel Anne Bleeze
 PhD Candidate
 School of Education
 The University of Adelaide, AUSTRALIA 5005
 Ph: + [REDACTED]
 email: rachel.bleeze@adelaide.edu.au

The Email of Introduction above was sent to the principal of a government school in South Australia, and reflects the emails sent to other principals in Australia.

Appendix 4.11

Email of Introduction: School principals (Singapore)

Dear [REDACTED],

This email is in relation to a project entitled *Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore*. This research project is being conducted by myself, Rachel Bleeze, and will form the basis for the degree of Doctor of Philosophy (PhD in Education) at the University of Adelaide, Australia.

This study has been approved by the Human Research Ethics Committee at the University of Adelaide (approval number H-2014-231) and the Ministry of Education (request no: RQ128-15(11)).

This comparative PhD study of Australia and Singapore's History Curricula concentrates on Singapore's Lower Secondary Express and Normal (Academic) History Syllabuses and the Australian National History Curriculum (Years 7-9, especially Years 7-8). By combining document analysis with opinions from major stakeholders, like principals and teachers, this study aims to analyse the nature of History curriculum and its current development as well as to gain a greater awareness of classroom teaching in History at the Middle School/Lower Secondary years.

I would like to ask for your permission to approach [REDACTED] staff members to participate in this project. In order to make this study as effective as possible, I wish to invite Lower Secondary History Teachers, Heads of History (or Department) for these years, and a School Principal or Deputy Principal (as the school deems appropriate) to participate by volunteering their time to answer a few questions.

Individuals who are potentially able to be participants will be contacted with an Email of Introduction and provided with an appropriate Participant Information Sheet. Those willing to participate can notify me by email. After completing the Consent Form, Participants will be asked to give their written response to a set of questions pertaining to the development and implementation of History curricula, which will take approximately 30 minutes. These questions will be sent via email for them to complete in their own time, and then return by email to me.

If you agree to your school taking part in this study it would be appreciated if you could send me, via email, the email address of an Office Staff Member to whom I can liaise.

For your information I have attached copies of all the documents which would be used in gathering data from your staff.

Thank you for your time.

Kind regards,

Rachel Anne Bleeze
 PhD Candidate
 School of Education
 The University of Adelaide, AUSTRALIA 5005
 Ph: + [REDACTED]
 email: rachel.bleeze@adelaide.edu.au

Please note:

- 1) Attached documents: The Ministry of Education's Approval Package and documents relating to teacher participation (information only – as approved by MOE).
- 2) If teachers are willing to participate they should contact me directly via email indicating their interest.
- 3) The study involves a maximum of 4 people from each school, as stipulated in the MOE Approval Package. However 1-2 participants would still suit the study's design.

Appendix 4.12

Email of Introduction: Teachers (Australia)

Dear [REDACTED],

This email is in relation to a project entitled *Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore*. This research project is being conducted by myself, Rachel Bleeze, and will form the basis for the degree of Doctor of Philosophy (PhD in Education) at the University of Adelaide. The Principal, [REDACTED], has already approved the school's participation in this project.

This comparative PhD study of Australia and Singapore's History Curricula concentrates on Singapore's Lower Secondary Express and Normal (Academic) History Syllabuses and the Australian National History Curriculum (Years 7-9, especially Years 7-8). By combining document analysis with opinions from major stakeholders, like History teachers, this study aims to analyse the nature of History curriculum and its current development as well as to gain a greater awareness of classroom teaching in History at the Middle School/Lower Secondary years.

In order to make this study as effective as possible, I wish to invite you to participate by volunteering your time to answer a few questions. Participants will be asked to give your written response to a set of questions pertaining to the development and implementation of History curricula, which will take approximately 30-40 minutes. These questions will be sent via email for you to complete in your own time, and then return by email to me.

For more information please see the attached Participant Information Sheet.

Please note: Those teachers who are willing to participate should email me directly at rachel.bleeze@adelaide.edu.au and I will respond with the relevant documentation and then the guideline questions.

Thank you for your time.

Kind regards,
Rachel Anne Bleeze
PhD Candidate
School of Education
The University of Adelaide, AUSTRALIA 5005
Ph: + 61 8 831 30490
email: rachel.bleeze@adelaide.edu.au

This is the Email of Introduction for History teachers at an independent school in Tasmania and reflects the Email of Introduction given to other teachers in Australia.

Appendix 4.13

Email of Introduction: Teachers (Singapore)

Dear [REDACTED],

This email is in relation to a project entitled *Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore*. This research project is being conducted by myself, Rachel Bleeze, and will form the basis for the degree of Doctor of Philosophy (PhD in Education) at the University of Adelaide, Australia.

The Principal, [REDACTED], has already approved the school's participation in this project. This study has also obtained approval from the Ministry of Education (request no: RQ128-15(11)).

This comparative PhD study of Australia and Singapore's History Curricula concentrates on Singapore's Lower Secondary Express and Normal (Academic) History Syllabuses and the Australian National History Curriculum (Years 7-9, especially Years 7-8). By combining document analysis with opinions from major stakeholders, like History teachers, this study aims to analyse the nature of History curriculum and its current development as well as to gain a greater awareness of classroom teaching in History at the Middle School/Lower Secondary years.

In order to make this study as effective as possible, I wish to invite you to participate by volunteering your time to answer a few questions. Participants will be asked to give your written response to a set of questions pertaining to the development and implementation of History curricula, which will take approximately 30-40 minutes. These questions will be sent via email for you to complete in your own time, and then return by email to me. For more information please see the attached Participant Information Sheet.

Thank you for your time.

Kind regards,

Rachel Anne Bleeze
PhD Candidate
School of Education
The University of Adelaide, AUSTRALIA 5005
Ph: + 61 [REDACTED]; + 61 8 8313 0490
email: rachel.bleeze@adelaide.edu.au

Appendix 4.14

Participant Information Sheet: Academics and Experts (Australia and Singapore)



DR. GRANT RODWELL

ROOM 6.04
LEVEL 6, SCHOOL OF EDUCATION
THE UNIVERSITY OF ADELAIDE
10, PULTENEY STREET, ADELAIDE
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TELEPHONE +61 8 83135941
grant.rodwell@adelaide.edu.au

DR MARGARET SECOMBE

ROOM 8.28
LEVEL 8, SCHOOL OF EDUCATION
THE UNIVERSITY OF ADELAIDE
10, PULTENEY STREET, ADELAIDE
SA 5005
AUSTRALIA
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margaret.secombe@adelaide.edu.au

RACHEL BLEEZE

ROOM 6.09
LEVEL 6, SCHOOL OF EDUCATION
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rachel.bleeze@adelaide.edu.au

PARTICIPANT INFORMATION SHEET

Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore

Dear Participant,

This letter is to invite you to participate in the research project described below.

This comparative PhD study of Australia and Singapore's History Curricula concentrates on Singapore's Lower Secondary Express and Normal (Academic) History Syllabuses and the Australian National History Curriculum (Years 7-9). The aim is to analyse the nature of History curriculum and its development in classrooms. By combining document analysis with opinions from major stakeholders, this comparative study will provide a deeper understanding of the associated issues in regards to content, teacher approach, and relevance of History education in the early adolescent years.

This project is being conducted by myself, Rachel Bleeze, and will form the basis for the degree of Doctor of Philosophy (PhD in Education) at the University of Adelaide under the supervision of Dr Grant Rodwell and Dr Margaret Secombe.

The major stakeholders included in this study are academics, history curriculum specialists, and various staff members at selected schools. Catholic, Independent and Government Schools will be invited to participate in New South Wales, South Australia, and Tasmania; whilst Mainstream schools will be approached in Singapore.

As a result of public commentary and literature used to support this PhD, I would like to ask you personally to be a participant by answering a few questions about your experience with the new History curriculum. Academics and history curriculum specialists play an important role in this study, as they can provide insight into the development of the Australian National History Curriculum and its relative issues. This study does not aim to be representative of the entire History teaching profession, but is designed to gather the particular opinions of a number of key stakeholders, in order to enhance public discourse on the topic and relevant curriculum documents. This is particularly relevant for academics and history curriculum specialists as questions have been formulated on the basis of previous published work and public commentary on the research problem. Your thoughts and comments on this topic are very important to this research.

Participants will be asked to write their responses to a set of questions pertaining to the development and implementation of History curricula, which will take approximately 20-30 minutes. These questions will be sent via email for you to complete in your own time at your earliest convenience. Once completed, you email your responses to rachel.bleeze@adelaide.edu.au. The researchers advise each participant to retain a copy of their submitted answers and signed Consent Form for their own records.

This study possesses no foreseeable risks. Participants that are involved in this project will contribute to the discourse on History curricula and thus provide a deeper understanding of curriculum development and implementation. This may provide insight into the use of the history curriculum and assist in informing national curricula policy, whilst enhancing knowledge on teaching in the classroom.

The results obtained from this study may hopefully lead to conference papers, journal articles and my final thesis. Prior to any publications, each participant will be provided a document comprised of their individual statements and how they were used. Additionally each participant will also be notified of the publication and where they can obtain a copy.

All academics and history curriculum specialists participating in this study have the option of being identified. However if you wish for your identity to be kept confidential, when using statements made by the participant in any publication arising from the research, only their position or role and university/institution will be named.

Throughout the entirety of this study only the researchers involved will have access to the data collected, which will be stored safely in my locked bookcase at the University of Adelaide. Any electronic material will be stored on a password protected Hard Disk Drive. After the completion of this project all data will remain at the School of Education in a storage facility for 5 years.

Participation in this project is completely voluntary and all participants are free to withdraw themselves from this study at any time; to do so contact Dr. Margaret Secombe or myself at the above addresses or through email. This information is also provided on the Contacts and Independent Complaints Procedure Sheet, which each participant will receive once registering their interest in the study. If participants choose to withdraw, their information (contact details, etc.), personal responses and any other information (data) will not be deleted unless a participant has specifically asked for this. Data will be removed from the data set and securely stored.

The study has been approved by the Human Research Ethics Committee at the University of Adelaide (approval number H-2014-241) and the Ministry of Education, Singapore (request no. RQ128-15(11)). If you have questions or problems associated with the practical aspects of your participation in the project, or wish to raise a concern or complaint about the project, then you should consult the Principal Investigator. Contact the Human Research Ethics Committee's Secretariat on phone (08) 8313 6028 or by email to hrec@adelaide.edu.au. If you wish to speak with an independent person regarding concerns or a complaint, the University's policy on research involving human participants, or your rights as a participant. Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

To participant in this study, please email me at rachel.bleeze@adelaide.edu.au, with a brief statement identifying your intention to participate, please include in this email your full name, school and position at the school. If you have any questions or would like to discuss the study further, please feel free to contact me on the telephone number or email provided above. I can also be reached through Skype at rachel.bleeze.

Thank you for your time.

Regards,

Rachel Anne Bleeze

PhD Candidate
School of Education
The University of Adelaide, AUSTRALIA 5005

Appendix 4.15

Participant Information Sheet: Principals and Deputies (Australia)



DR. GRANT RODWELL

ROOM 6.04
LEVEL 6, SCHOOL OF EDUCATION
THE UNIVERSITY OF ADELAIDE
10, PULTENEY STREET, ADELAIDE
SA 5005
AUSTRALIA
TELEPHONE +61 8 83135941
grant.rodwell@adelaide.edu.au

DR MARGARET SECOMBE

ROOM 8.26
LEVEL 8, SCHOOL OF EDUCATION
THE UNIVERSITY OF ADELAIDE
10, PULTENEY STREET, ADELAIDE
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TELEPHONE +61 8 8313 3746
margaret.secombe@adelaide.edu.au

RACHEL BLEEZE

ROOM 6.09
LEVEL 6, SCHOOL OF EDUCATION
THE UNIVERSITY OF ADELAIDE
10, PULTENEY STREET, ADELAIDE
SA 5005
AUSTRALIA
TELEPHONE +61 8 8313 0490
rachel.bleeze@adelaide.edu.au

PARTICIPANT INFORMATION SHEET

Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore

Dear Principal,

This letter is to invite you to participate in the research project described below.

This comparative PhD study of Australia and Singapore's History Curricula concentrates on Singapore's Lower Secondary Express and Normal (Academic) History Syllabuses and the Australian National History Curriculum (Years 7-9, especially Years 7-8). The aim is to analyse the nature of History curriculum and its development in classrooms. By combining document analysis with opinions from major stakeholders, this comparative study will provide a deeper understanding of the associated issues in regards to content, teacher approach, and relevance of History education in the early adolescent years.

This project is being conducted by myself, Rachel Bleeze, and will form the basis for the degree of Doctor of Philosophy (PhD in Education) at the University of Adelaide under the supervision of Dr Margaret Secombe and Dr Grant Rodwell.

The major stakeholders included in this study are academics, history curriculum specialists, and various staff members at selected schools. Catholic, Independent and Government Schools will be invited to participate in New South Wales, South Australia, and Tasmania; whilst Mainstream schools will be approached in Singapore.

As you are currently a type of Principal involved with Middle School education in Australia, I would like to ask you personally to be a participant by answering a few questions about your experience with the new History curriculum. School staff members, particularly teachers, heads of department and principals, play an important role in this study, as they can provide insight and context into the implementation of the Australian National History Curriculum and its reception in schools. This study does not aim to be representative of the entire History teaching profession, but is designed to gather the particular opinions of a number of key stakeholders, in order to enhance public discourse on the topic and relevant curriculum documents. Your thoughts and comments on this topic are very important to this research.

Participants will be asked to write their responses to a set of questions pertaining to the development and implementation of History curricula, which will take approximately 20-30 minutes. These questions will be sent via email for you to complete in your own time at your earliest convenience. Once completed, you email your personal responses to rachel.bleeze@adelaide.edu.au. The researchers advise each participant to retain a copy of their submitted answers and signed Consent Form for their own records.

This study possesses no foreseeable risks. Participants that are involved in this project will contribute to the discourse on History curricula and thus provide a deeper understanding of curriculum development and

implementation. This may provide insight into the use of the history curriculum and assist in informing national curricula policy, whilst enhancing knowledge on teaching in the classroom.

The results obtained from this study may hopefully lead to conference papers, journal articles and my final thesis. Prior to any publications, each participant will be provided a document comprised of their individual statements and how they were used. Additionally each participant will also be notified of the publication and where they can obtain a copy.

All History teachers from schools will be provided a number based on chronological order of personal responses received in any publication arising from the research; however their position at the school (i.e. History Teacher, Head of Department, Deputy Principal, Principal, etc.) will be identified in order to contextualize participants' statements. Please note your school will not be identified either, instead it will be coded, thus referred to in terms of its Australian State followed by a number. Each participant will be told of how their school has been identified.

Throughout the entirety of this study only the researchers involved will have access to the data collected, which will be stored safely in my locked bookcase at the University of Adelaide. Any electronic material will be stored on a password protected Hard Disk Drive. After the completion of this project all data will remain at the School of Education in a storage facility for 5 years.

Participation in this project is completely voluntary and all participants are free to withdraw themselves from this study at any time; to do so contact Dr. Margaret Secombe or myself at the above addresses or through email. This information is also provided on the Contacts and Independent Complaints Procedure Sheet, which each participant will receive once registering their interest in the study. If participants choose to withdraw, their information (contact details, etc.) personal responses and any other information (data) will not be deleted unless a participant has specifically asked for this. Data will be removed from the data set and securely stored.

The study has been approved by the Human Research Ethics Committee at the University of Adelaide (approval number H-2014-231). Approvals have also been gained from relevant mainstream education departments, offices and associations in the Australian states involved in the study. In relation to your school, approval was gained from Catholic Education South Australia. If you have questions or problems associated with the practical aspects of your participation in the project, or wish to raise a concern or complaint about the project, then you should consult the Principal Investigator. Contact the Human Research Ethics Committee's Secretariat on phone (08) 8313 6028 or by email to hrec@adelaide.edu.au. If you wish to speak with an independent person regarding concerns or a complaint, the University's policy on research involving human participants, or your rights as a participant. Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

To participate in this study, please email me at rachel.bleeze@adelaide.edu.au, with a brief statement identifying your intention to participate, please include in this email your full name, school and position at the school. If you have any questions or would like to discuss the study further, please feel free to contact me on the telephone number or email provided above. I can also be reached through Skype at rachel.bleeze.

Thank you for your time.

Regards,

Rachel Anne Bleeze

PhD Candidate
School of Education
The University of Adelaide, AUSTRALIA 5005

This is the Participant Information Sheet for principals and deputies at a Catholic school in South Australia and reflects the Participant Information Sheet developed for individuals who hold similar positions in Australia.

Appendix 4.16

Participant Information Sheet: Principals and Deputies (Singapore)



DR. GRANT RODWELL

ROOM 6.04
LEVEL 6, SCHOOL OF EDUCATION
THE UNIVERSITY OF ADELAIDE
10, PULTENEY STREET, ADELAIDE
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grant.rodwell@adelaide.edu.au

DR MARGARET SECOMBE

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RACHEL BLEEZE

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rachel.bleeze@adelaide.edu.au

PARTICIPANT INFORMATION SHEET

Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore

Dear Principal,

This letter is to invite you to participate in the research project described below.

This comparative PhD study of Australia and Singapore's History Curricula concentrates on Singapore's Lower Secondary Express and Normal (Academic) History Syllabus and the Australian National History Curriculum (Years 7-9, especially Years 7-8). The aim is to analyse the nature of History curriculum and its development in classrooms. By combining document analysis with opinions from major stakeholders, this comparative study will provide a deeper understanding of the associated issues in regards to content, teacher approach, and relevance of History education in the early adolescent years.

This project is being conducted by myself, Rachel Bleeze, and will form the basis for the degree of Doctor of Philosophy (PhD in Education) at the University of Adelaide, Australia, under the supervision of Dr Margaret Secombe and Dr Grant Rodwell.

The major stakeholders included in this study are academics, history curriculum specialists, and various staff members at selected schools. Catholic, Independent and Government Schools will be invited to participate in New South Wales, South Australia, and Tasmania; whilst Mainstream schools will be approached in Singapore.

As you are currently a type of Principal involved with Lower Secondary education in Singapore, I would like to ask you personally to be a participant by answering a few questions about your experience with the History curriculum. School staff members, particularly teachers, heads of department and principals, play an important role in this study, as they can provide insight and context into the implementation of Singapore's Lower Secondary Express/Special and Normal (Academic) History Syllabuses. This study does not aim to be representative of the entire History teaching profession, but is designed to gather the particular opinions of a number of key stakeholders, in order to enhance public discourse on the topic and relevant curriculum documents. Your thoughts and comments on this topic are very important to this research.

Participants will be asked to write their responses to a set of questions pertaining to the development and implementation of History curricula, which will take approximately 20-30 minutes. These questions will be sent via email for you to complete in your own time at your earliest convenience. Once completed, you email your responses to rachel.bleeze@adelaide.edu.au. The researchers advise each participant to retain a copy of their submitted answers and signed Consent Form for their own records.

This study possesses no foreseeable risks. Participants that are involved in this project will contribute to the discourse on History curricula and thus provide a deeper understanding of curriculum development and

implementation. This may provide insight into the use of the history curriculum and assist in informing national curricula policy, whilst enhancing knowledge on teaching in the classroom.

The results obtained from this study may hopefully lead to conference papers, journal articles and my final thesis. Prior to any publications, each participant will be provided a document comprised of their individual statements and how they were used. Additionally each participant will also be notified of the publication and where they can obtain a copy.

All Principals will be provided a number based on chronological order of personal responses received in any publication arising from the research; however their position at the school (i.e. History Teacher, Head of Department, Deputy Principal, Principal, etc.) will be identified in order to contextualize participants' statements. Please note your school will not be identified either, instead it will be coded, using 'SGP' (as an abbreviation for Singapore) followed by a number. Each participant will be told of how their school has been identified.

Throughout the entirety of this study only the researchers involved will have access to the data collected, which will be stored safely in my locked bookcase at the University of Adelaide. Any electronic material will be stored on a password protected Hard Disk Drive. After the completion of this project all data will remain at the School of Education in a storage facility for 5 years.

Participation in this project is completely voluntary and all participants are free to withdraw themselves from this study at any time; to do so contact Dr. Margaret Secombe or myself at the above addresses or through email. This information is also provided on the Contacts and Independent Complaints Procedure Sheet, which each participant will receive once registering their interest in the study. If participants choose to withdraw, their information (contact details, etc.), personal responses and any other information (data) will not be deleted unless a participant has specifically asked for this. Data will be removed from the data set and securely stored.

The study has been approved by the Human Research Ethics Committee at the University of Adelaide (approval number H-2014-231) and the Ministry of Education, Singapore (request no: RQ128-15(11)). If you have questions or problems associated with the practical aspects of your participation in the project, or wish to raise a concern or complaint about the project, then you should consult the Principal Investigator. Contact the Human Research Ethics Committee's Secretariat on phone (08) 8313 6028 or by email to hrec@adelaide.edu.au. If you wish to speak with an independent person regarding concerns or a complaint, the University's policy on research involving human participants, or your rights as a participant. Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

To participate in this study, please email me at rachel.bleeze@adelaide.edu.au, with a brief statement identifying your intention to participate, please include in this email your full name, school and position at the school. If you have any questions or would like to discuss the study further, please feel free to contact me on the telephone number or email provided above. I can also be reached through Skype at rachel.bleeze.

Thank you for your time.

Regards,

Rachel Anne Bleeze

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Appendix 4.17

Participant Information Sheet: History Teachers (Australia)



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RACHEL BLEEZE

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PARTICIPANT INFORMATION SHEET

Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore

Dear History Teacher,

This letter is to invite you to participate in the research project described below.

This comparative PhD study of Australia and Singapore's History Curricula concentrates on Singapore's Lower Secondary Express and Normal (Academic) History Syllabuses and the Australian National History Curriculum (Years 7-9, especially Years 7-8). The aim is to analyse the nature of History curriculum and its development in classrooms. By combining document analysis with opinions from major stakeholders, this comparative study will provide a deeper understanding of the associated issues in regards to content, teacher approach, and relevance of History education in the early adolescent years.

This project is being conducted by myself, Rachel Bleeze, and will form the basis for the degree of Doctor of Philosophy (PhD in Education) at the University of Adelaide under the supervision of Dr Margaret Secombe and Dr Grant Rodwell.

The major stakeholders included in this study are academics, history curriculum specialists, and various staff members at selected schools. Catholic, Independent and Government Schools will be invited to participate in New South Wales, South Australia, and Tasmania; whilst Mainstream schools will be approached in Singapore.

As you are currently a Middle School History Teacher in Australia, I would like to ask you personally to be a participant by answering a few questions about your experience of teaching the new History curriculum. Teachers play an important role in this study, as they can provide insight and context into the implementation of the Australian National History Curriculum and its reception in schools. This study does not aim to be representative of the entire History teaching profession, but is designed to gather the particular opinions of a number of key stakeholders, in order to enhance public discourse on the topic and relevant curriculum documents. Your thoughts and comments on this topic are very important to this research.

Participants will be asked to write their responses to a set of questions pertaining to the development and implementation of History curricula, which will take approximately 30-40 minutes. These questions will be sent via email for you to complete in your own time at your earliest convenience. Once completed, you email your responses to rachel.bleeze@adelaide.edu.au. The researchers advise each participant to retain a copy of their submitted answers and signed Consent Form for their own records.

This study possesses no foreseeable risks. Participants that are involved in this project will contribute to the discourse on History curricula and thus provide a deeper understanding of curriculum development and

implementation. This may provide insight into the use of the history curriculum and assist in informing national curricula policy, whilst enhancing knowledge on teaching in the classroom.

The results obtained from this study may hopefully lead to conference papers, journal articles and my final thesis. Prior to any publications, each participant will be provided a document comprised of their individual statements and how they were used. Additionally each participant will also be notified of the publication and where they can obtain a copy.

All History teachers from schools will be provided a number based on chronological order of personal responses received in any publication arising from the research; however their position at the school (i.e. History Teacher, Head of Department, Principal, etc.) will be identified in order to contextualize participants' statements. Please note your school will not be identified either, instead it will be coded, thus referred to in terms of its Australian State followed by a number. Each participant will be told of how their school has been identified.

Throughout the entirety of this study only the researchers involved will have access to the data collected, which will be stored safely in my locked bookcase at the University of Adelaide. Any electronic material will be stored on a password protected Hard Disk Drive. After the completion of this project all data will remain at the School of Education in a storage facility for 5 years.

Participation in this project is completely voluntary and all participants are free to withdraw themselves from this study at any time; to do so contact Dr. Margaret Secombe or myself at the above addresses or through email. This information is also provided on the Contacts and Independent Complaints Procedure Sheet, which each participant will receive once registering their interest in the study. Participant's employment at the school will not be impacted should they choose not to participate or withdraw. If participants choose to withdraw, their information (contact details, etc.) personal responses and any other information (data) will not be deleted unless a participant has specifically asked for this. Data will be removed from the data set and securely stored.

The study has been approved by the Human Research Ethics Committee at the University of Adelaide (approval number H-2014-231). Approvals have also been gained from relevant mainstream education departments, offices and associations in the Australian states involved in the study. In relation to your school, approval was gained from NSW Department of Education. If you have questions or problems associated with the practical aspects of your participation in the project, or wish to raise a concern or complaint about the project, then you should consult the Principal Investigator. Contact the Human Research Ethics Committee's Secretariat on phone (08) 8313 6028 or by email to hrec@adelaide.edu.au. If you wish to speak with an independent person regarding concerns or a complaint, the University's policy on research involving human participants, or your rights as a participant. Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

To participant in this study, please email me at rachel.bleeze@adelaide.edu.au, with a brief statement identifying your intention to participate, please include in this email your full name, school and position at the school. If you have any questions or would like to discuss the study further, please feel free to contact me on the telephone number or email provided above. I can also be reached through Skype at rachel.bleeze.

Thank you for your time.

Regards,

Rachel Anne Bleeze

PhD Candidate
School of Education
The University of Adelaide, AUSTRALIA 5005

This is the Participant Information Sheet for History teachers at a government school in New South Wales and reflects the Participant Information Sheet given to other teachers in Australia.

Appendix 4.18

Participant Information Sheet: History Teachers (Singapore)



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RACHEL BLEEZE

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rachel.bleeze@adelaide.edu.au

PARTICIPANT INFORMATION SHEET

Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore

Dear History Teacher,

This letter is to invite you to participate in the research project described below.

This comparative PhD study of Australia and Singapore's History Curricula concentrates on Singapore's Lower Secondary Express and Normal (Academic) History Syllabuses and the Australian National History Curriculum (Years 7-9, especially Years 7-8). The aim is to analyse the nature of History curriculum and its development in classrooms. By combining document analysis with opinions from major stakeholders, this comparative study will provide a deeper understanding of the associated issues in regards to content, teacher approach, and relevance of History education in the early adolescent years.

This project is being conducted by myself, Rachel Bleeze, and will form the basis for the degree of Doctor of Philosophy (PhD in Education) at the University of Adelaide, Australia, under the supervision of Dr Margaret Secombe and Dr Grant Rodwell.

The major stakeholders included in this study are academics, history curriculum specialists, and various staff members at selected schools. Catholic, Independent and Government Schools will be invited to participate in New South Wales, South Australia, and Tasmania; whilst Mainstream schools will be approached in Singapore.

As you are currently a Lower Secondary History Teacher in Singapore, I would like to ask you personally to be a participant by answering a few questions about your experience of teaching the History curriculum. Teachers play an important role in this study, as they can provide insight and context into the implementation of Singapore's Lower Secondary Express/Special and Normal (Academic) History Syllabuses. This study does not aim to be representative of the entire History teaching profession, but is designed to gather the particular opinions of a number of key stakeholders, in order to enhance public discourse on the topic and relevant curriculum documents. Your thoughts and comments on this topic are very important to this research.

Participants will be asked to write their responses to a set of questions pertaining to the development and implementation of History curricula, which will take approximately 30-40 minutes. These questions will be sent via email for you to complete in your own time at your earliest convenience. Once completed, you email your responses to rachel.bleeze@adelaide.edu.au. The researchers advise each participant to retain a copy of their submitted answers and signed Consent Form for their own records.

This study possesses no foreseeable risks. Participants that are involved in this project will contribute to the discourse on History curricula and thus provide a deeper understanding of curriculum development and

implementation. This may provide insight into the use of the history curriculum and assist in informing national curricula policy, whilst enhancing knowledge on teaching in the classroom.

The results obtained from this study may hopefully lead to conference papers, journal articles and my final thesis. Prior to any publications, each participant will be provided a document comprised of their individual statements and how they were used. Additionally each participant will also be notified of the publication and where they can obtain a copy.

All History teachers will be provided a number based on chronological order of personal responses received in any publication arising from the research; however their position at the school (i.e. History Teacher, Head of Department, Principal, etc.) will be identified in order to contextualize participants' statements. Please note your school will not be identified either, instead it will be coded, using 'SGP' (as an abbreviation for Singapore) followed by a number. Each participant will be told of how their school has been identified.

Throughout the entirety of this study only the researchers involved will have access to the data collected, which will be stored safely in my locked bookcase at the University of Adelaide. Any electronic material will be stored on a password protected Hard Disk Drive. After the completion of this project all data will remain at the School of Education in a storage facility for 5 years.

Participation in this project is completely voluntary and all participants are free to withdraw themselves from this study at any time; to do so contact Dr. Margaret Secombe or myself at the above addresses or through email. This information is also provided on the Contacts and Independent Complaints Procedure Sheet, which each participant will receive once registering their interest in the study. Participant's employment at the school will not be impacted should they choose not to participate or withdraw. If participants choose to withdraw, their information (contact details, etc.), personal responses and any other information (data) will not be deleted unless a participant has specifically asked for this. Data will be removed from the data set and securely stored.

The study has been approved by the Human Research Ethics Committee at the University of Adelaide (approval number H-2014-231) and the Ministry of Education, Singapore (request no: RQ128-15(11)). If you have questions or problems associated with the practical aspects of your participation in the project, or wish to raise a concern or complaint about the project, then you should consult the Principal Investigator. Contact the Human Research Ethics Committee's Secretariat on phone (08) 8313 6028 or by email to hrec@adelaide.edu.au. If you wish to speak with an independent person regarding concerns or a complaint, the University's policy on research involving human participants, or your rights as a participant. Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

To participant in this study, please email me at rachel.bleeze@adelaide.edu.au, with a brief statement identifying your intention to participate, please include in this email your full name, school and position at the school. If you have any questions or would like to discuss the study further, please feel free to contact me on the telephone number or email provided above. I can also be reached through Skype at rachel.bleeze.

Thank you for your time.

Regards,

Rachel Anne Bleeze

PhD Candidate
School of Education
The University of Adelaide, AUSTRALIA 5005

Appendix 4.19

Consent form for academic and expert participants (Australia and Singapore)



Human Research Ethics Committee (HREC)

CONSENT FORM

1. I have read the attached Information Sheet and agree to take part in the following research project:

Title:	Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore
Ethics Approval Number:	H-2014-231

2. I have had the project, so far as it affects me, fully explained to my satisfaction by the research worker. My consent is given freely.
3. Although I understand the purpose of the research project it has also been explained that involvement may not be of any benefit to me.
4. I have been informed that information gained during the study may be published. I have also been given the option of how I wish to be identified in any future publications (on the set of questions provided).
5. I understand that I am free to withdraw from the project at any time.
6. I am aware that I should keep a copy of this Consent Form, when completed, and the attached Information Sheet.

Participant to complete:

Name: _____ Signature: _____ Date: _____

Researcher to complete:

I have described the nature of the research to _____
(print name of participant)

and in my opinion she/he understood the explanation.

Signature: _____ Position: _____ Date: _____

Appendix 4.20

Consent form for Paul Foley (Interview, Australia)



Human Research Ethics Committee (HREC)

CONSENT FORM

1. I have read the attached Information Sheet and agree to take part in the following research project:

Title:	Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore
Ethics Approval Number:	H-2014-231

2. I have had the project, so far as it affects me, fully explained to my satisfaction by the research worker. My consent is given freely.
3. Although I understand the purpose of the research project it has also been explained that involvement may not be of any benefit to me.
4. I have been informed that information gained during the study may be published. I have also been given the option of how I wish to be identified in any future publications (on the set of questions provided).
5. I understand that I am free to withdraw from the project at any time.
6. I agree to the interview being audio recorded. Yes No
7. I am aware that I should keep a copy of this Consent Form, when completed, and the attached Information Sheet.

Participant to complete:

Name: _____ Signature: _____ Date: _____

Researcher/Witness to complete:

I have described the nature of the research to _____
(print name of participant)

and in my opinion she/he understood the explanation.

Signature: _____ Position: _____ Date: _____

Appendix 4.21

Consent form for all school participants (Australia and Singapore)



Human Research Ethics Committee (HREC)

CONSENT FORM

1. I have read the attached Information Sheet and agree to take part in the following research project:

Title:	Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore
Ethics Approval Number:	H-2014-231

2. I have had the project, so far as it affects me, fully explained to my satisfaction by the research worker. My consent is given freely.
3. Although I understand the purpose of the research project it has also been explained that involvement may not be of any benefit to me.
4. I have been informed that, while information gained during the study may be published, I will not be identified and my personal results will not be divulged.
5. I understand that I am free to withdraw from the project at any time.
6. I am aware that I should keep a copy of this Consent Form, when completed, and the attached Information Sheet.

Participant to complete:

Name: _____ Signature: _____ Date: _____

Researcher to complete:

I have described the nature of the research to _____
(print name of participant)

and in my opinion she/he understood the explanation.

Signature: _____ Position: _____ Date: _____

Appendix 4.22

Contacts for Information on Project and Independent Complaints Procedure



The University of Adelaide
Human Research Ethics Committee (HREC)

This document is for people who are participants in a research project.

CONTACTS FOR INFORMATION ON PROJECT AND INDEPENDENT COMPLAINTS PROCEDURE

The following study has been reviewed and approved by the University of Adelaide Human Research Ethics Committee:

Project Title:	Developing and Implementing National History Curricula: A Comparative Study of History Curricula in Australia and Singapore
Approval Number:	H-2014-231

The Human Research Ethics Committee monitors all the research projects which it has approved. The committee considers it important that people participating in approved projects have an independent and confidential reporting mechanism which they can use if they have any worries or complaints about that research.

This research project will be conducted according to the NHMRC National Statement on Ethical Conduct in Human Research (see <http://www.nhmrc.gov.au/publications/synopses/e72syn.htm>)

1. If you have questions or problems associated with the practical aspects of your participation in the project, or wish to raise a concern or complaint about the project, then you should consult the project co-ordinator:

Project Co-ordinator:	
Name:	DR MARGARET SECOMBE
Phone:	+61 8 8313 3746
Student Researcher:	
Name:	RACHEL BLEEZE
Phone:	+61 8 8313 0490

2. If you wish to discuss with an independent person matters related to:
- making a complaint, or
 - raising concerns on the conduct of the project, or
 - the University policy on research involving human participants, or
 - your rights as a participant,

contact the Human Research Ethics Committee's Secretariat on phone (08) 8313 6028 or by email to hrec@adelaide.edu.au

Appendix 4.23

Personal Response Questions: Academics and Experts (Australia)¹

PERSONAL RESPONSES:

ACADEMICS AND HISTORY EDUCATION EXPERTS/SPECIALISTS

PARTICIPANT IDENTIFICATION

For the purpose of this study, academics and experts/specialists are given the option of how they wish to be identified in any future publications.

How do you wish to be identified?

- By my name, position and affiliated university/institution
- By name only
- I do not want to be identified
- Other (please specify)

Please provide the most appropriate information about your position and affiliation in the text box below.

QUESTIONS

Please note this set of questions have been compiled for academics and History education experts/specialists (Australia) contacted for the purpose of this study. If you believe that a question does not suit your area of expertise, it is thus understandable if you wish to leave it blank or provide a short statement indicating this. The response boxes are expandable.

Thank you for choosing to participate in this PhD study.

¹ Although Paul Foley was interviewed, the questions were the same as those provided to other academics and experts in Australia.

1. How were you involved in the development process (including recent modifications) of the Australian Curriculum: History? How do you feel about the whole process now?

2. What is your view on the changes that have taken place in the Australian Curriculum: History since the publication of the original version released?

3. How far have national, state and local concerns taken precedence over global issues in the Australian Curriculum: History?

4. In your opinion, how far should the Australian Curriculum: History be concerned with 'national identity', 'national culture', 'collective memory' and 'cultural identity'? To what extent do you think these topics can be appropriately dealt with in Years 7-8?

5. What do you think of the conceptualisation and structure of the curriculum? How do you think the development and implementation of History in Years 7-8 affects primary and secondary school History, and vice versa?

6. How do you think the Australian Curriculum: History has been received? Who are its chief supporters and critics?

7. How do you think previous state curricula have affected the implementation and success rate of the Australian Curriculum?

8. What do you think are the main issues relating to the teaching of History in Years 6-9? How do these issues affect the implementation of the Australian Curriculum: History in the senior secondary years?

9. Which approach do you favour in the primary and middle years of schooling —a multidisciplinary/interdisciplinary orientation, in which history is taught as one of the strands; or the teaching of history on its own, as a distinct subject?

10. How would you define the terms 'inquiry skills' and 'historical literacy'? How can they be developed in a Humanities multidisciplinary/interdisciplinary subject, compared to the alternative of teaching History as a discrete subject?

11. In relation to teachers, how would you rank the importance of having appropriate history qualifications as compared with using effective classroom methods for the successful implementation of the Australian Curriculum: History, especially incorporating historical skills into teaching?

12. To what extent did political factors and ideology influence the development and implementation process?

13. Ideally how would you like the Australian Curriculum: History to develop over the next five years?

Appendix 4.24

Personal Response Questions: Principals and Deputies (Australia)

PERSONAL RESPONSE QUESTIONS: AUSTRALIAN PRINCIPALS/ DEPUTIES

PERSONAL BACKGROUND

Please tick the relevant box or fill in the information requested.

Gender

Female	<input type="checkbox"/>
Male	<input type="checkbox"/>

Age

21-30	<input type="checkbox"/>
31-40	<input type="checkbox"/>
41-50	<input type="checkbox"/>
Over 50	<input type="checkbox"/>

Languages Known

	Name of Language
Mother Tongue (language used at home)	
Language of Instruction at School	

Educational Background

University Qualifications	
Teachers College Qualifications	
Major Subjects in Degree	
Other Relevant Studies	

TEACHING BACKGROUND

Please use brief words and phrases to complete the following table.

School Name (will be kept confidential)	
Type of School	
Role in School	
Years at the School	
Subjects Currently Teaching	
Previous Experience in Teaching History	

WRITTEN RESPONSES

Please respond to the 7 questions below, writing about the issues in the teaching of History, particularly in relation to the Australian National History Curriculum, which have been important for you and your school. Please feel free to use examples and make your comments as detailed as possible. The response boxes are expandable!

The researcher is interested in the teaching of History in the Middle School Years (usually Years 6-9), and especially Years 7-8 for the purpose of comparison with Singapore.

A few pointers to aspects you might consider writing about are given under each question. However, it is up to you to write about what you consider the most important aspects in your situation.

1. How is the teaching of History organised across Years 6 to 9 in your school? How far is this pattern of History teaching the result of the introduction of the Australian National History Curriculum?

- Organisation of classes
- How the curriculum is used
- Time allocation for each year
- Teachers
- Teachers' History qualifications

2. What are the main issues facing History teachers in Years 6-9 in regards to the implementation of the Australian National History Curriculum?

- Chief benefits
- Issues overcome
- Main problems
- Your overall view of the curriculum

3. What do you think of the changes recommended in the 2014 Review of the Australian Curriculum (Final Report) for History?

(See History section, pages 176-181 of following hyperlink:

<https://docs.education.gov.au/documents/review-australian-curriculum-final-report>) **How useful have they been in clarifying issues for teachers?**

- Ideological issues re content
- Structure of the curriculum and its content
- Extent of choice in the curriculum
- The portrayal of Indigenous history and western civilisation
- The Depth Studies
- Extent of coverage of Australian History
- Need for overarching 'conceptual narrative'

4. In your judgement, how do you think the Australian National History Curriculum has been received in your school?

- By teachers?
- By students?
- By parents?
- By state/local community?

5. What do you think is the main purpose of History education in the curriculum?

- In general?
- For your students?
- In Years 6-9, with special reference to Years 7-8?
 - Increasing students' knowledge? Skills? Understanding of history?
 - Producing active and informed citizens?
 - Enhancing students' understanding of their nation's past?
 - Providing the possibility of intercultural understanding and Australia's place in the world
 - Giving students facts about the past

6. What is your judgement about the National History Curriculum being a compulsory subject in all Australian schools?

- What are the strengths?
- How far does it cater for the needs and interests of all students?
- Should it be compulsory?
- What are the limitations?

7. In your opinion, how far should the Australian National History Curriculum be concerned with 'national identity', 'collective memory', 'national culture', and 'cultural identity'? To what extent have you found this relevant and achievable in teaching Year 7-8 students?

Additional comments you might like to make:

Appendix 4.25

Personal Response Questions: Teachers (Australia)

PERSONAL RESPONSE QUESTIONS: AUSTRALIAN TEACHERS

PERSONAL BACKGROUND

Please tick the relevant box or fill in the information requested

Gender

Female	<input type="checkbox"/>
Male	<input type="checkbox"/>

Age

21-30	<input type="checkbox"/>
31-40	<input type="checkbox"/>
41-50	<input type="checkbox"/>
Over 50	<input type="checkbox"/>

Languages Known

	Name of Language
Mother Tongue (language used at home)	
Language of Instruction at School	

Educational Background

	Name of Qualification/Subjects
University Qualifications	
Teachers College Qualifications	
Major Subjects in Degree	
Other Relevant Studies	

TEACHING BACKGROUND

Please use brief words and phrases to complete the following table

School Name (will be kept confidential)	
Type of School	
Role in School	
Years at the School	
Subjects and Years Currently Teaching	
How Many History Classes and Approximate Number of Students in Each Class	
Previous Experience in Teaching History	

WRITTEN RESPONSES

Please respond to the 16 questions below, writing about the issues in the teaching of History, particularly in relation to the Australian National History Curriculum, which have been important for you and your school. Please feel free to use examples and make your comments as detailed as possible in relation to your teaching experiences. The response boxes are expandable!

The researcher is interested in the teaching of History in the Middle School Years (usually Years 6-9), and especially Years 7-8 for the purpose of comparison with Singapore.

A few pointers to aspects you might consider writing about are given under each question. However, it is up to you to write about what you consider the most important aspects in your situation.

1. How has the introduction of the Australian National History Curriculum affected your teaching of History?

- Topics Taught
- Catering for student diversity
- Time allocated to History
- Teaching approaches
- Resources and textbooks

2. From your personal experience of classroom teaching, what are the main issues facing History teachers in Years 6-9, in regards to the implementation of the Australian National History Curriculum?

- Chief benefits
- Issues overcome
- Your overall view of the curriculum
- Main problems
- Being a compulsory subject

3. What do you, as a teacher, think of the changes recommended in the 2014 Review of the Australian Curriculum (Final Report) for History?

(See History section, pages 176-181 of following hyperlink:

<https://docs.education.gov.au/documents/review-australian-curriculum-final-report>)

How useful have they been in clarifying issues for teachers?

- Ideological issues re content
- Structure of the curriculum and its content
- Extent of choice in the curriculum
- The portrayal of Indigenous history and western civilisation
- The Depth Studies
- Extent of coverage of Australian History
- Need for overarching 'conceptual narrative'

4. What successes and difficulties have you experienced in introducing the following concepts related to Historical Literacy into the teaching of History in Year 7-9 classes?

- Inquiry skills/processes
- Empathy in understanding history
- Historical Consciousness
- Historical Thinking
- Multiple perspectives
- Historical interpretation
- Historical Understanding

5. In your judgement, how do you think the Australian National History Curriculum has been received in History classes?

- By teachers?
- By students?
- By parents?

6. What do you think is the main purpose of History education in the curriculum?

- In general?
- For your Year 7-8 students?
 - Increasing students' knowledge? Skills? Understanding of history?
 - Producing active and informed citizens?
 - Enhancing students' understanding of their nation's past?
 - Providing the possibility of intercultural understanding and Australia's place in the world
 - Giving students facts about the past

7. What positives and negatives have you found in the structuring of the Australian History Curriculum and how you use it in the classroom?

- The two strands and the key concepts of each.
- Content Descriptors and Elaborations
- Inquiry questions
- Overviews
- The relationship between the strands.
- Year Level Descriptions
- Depth Studies

8. From your personal experiences, what successes and difficulties have you encountered with implementing Depth Studies?

- Inclusion in the Australian History Curriculum
- Arrangement and structure in the Curriculum
- Produces a 'fragmented' understanding of historical events
- Modifications needed by the teacher to implement
- Topic repetition
- How used or implemented

9. In your practical experience, what activities, inquiry methods, and tasks have you found to be most effective in facilitating higher order thinking and critical thinking in Years 7-8?

- Inquiry skills/processes
- Source-based analysis
- Teacher or student centred?
- Use of evidence

10. Do you believe you have been provided sufficient support and resources to implement the Australian National History Curriculum?

- By the School?
- Exemplars
- Networking and use of Social Media
- Teacher training and workshops, seminars, conferences, etc.
- By the Government (Federal and State)?
- Guidance

11. To what extent do you use History textbooks in the classroom?

- Benefits
- Name of textbook(s)
- Understanding the Australian National History Curriculum and its expectations
- Relationship to developing higher-order thinking skills
- For teacher and/or students centric teaching methods.
- Use of textbooks
- Layout of textbook

12. How do you incorporate controversial topics into your teaching?

- How this is facilitated
- Benefits
- Previous successes encountered
- What events (i.e. Gallipoli, etc.)
- Limitations
- Previous difficulties encountered

13. Are there any historical events or parts of history that you believe deserve greater recognition in the curriculum in Years 7-8?

- Which events or historical occurrences?
- Even in Year 9?
- Why or Why not?

14. The Australian National History Curriculum states that 'the curriculum generally takes a world history approach within which the history of Australia is taught.' What is your opinion on this approach? To what extent has this been relevant and achievable with your Year 7-8 students?

15. In your opinion, how far should the Australian National History Curriculum be concerned with 'national identity', 'collective memory', 'national culture', and 'cultural identity'? To what extent have you found this relevant and achievable in teaching your Year 7-8 students?

16. For those who are teaching/ have taught Year 9:**What successes and difficulties have you encountered in the teaching of Australian History in Year 9?**

- As a result of the curriculum
- Use of previous state syllabus or curriculum
- Structure of content in the curriculum for Years K-8, particularly in regards to Years 7-8
- The extent of students' knowledge and understanding of Australian History
- As a result of students' previous learning
- Level of skills development

Additional comments you might like to make:

Appendix 4.26

Personal Response Questions: Academics (Singapore)

PERSONAL RESPONSES:

ACADEMICS AND HISTORY EDUCATION EXPERTS/SPECIALISTS (SINGAPORE)

PARTICIPANT IDENTIFICATION

For the purpose of this study, academics and experts/specialists are given the option of how they wish to be identified in any future publications.

How do you wish to be identified?

- By my name, position and affiliated university/institution
- By name only
- I do not want to be identified
- Other (please specify)

Please provide the most appropriate information about your position and affiliation in the text box below.

QUESTIONS

Please note this set of questions has been compiled for academics and History education experts/specialists (Singapore) contacted for the purpose of this study. If you consider that a question does not suit your area of expertise, please feel free to leave it blank or provide a short statement indicating this. The response boxes are expandable.

Thank you for choosing to participate in this PhD study.

- 1. In what ways were you involved in developing the Lower Secondary History Syllabuses? What was the development and consultation process used? How do you feel about the whole process now?**

- 2. What is the role, purpose and importance of the National Institute of Education in Singapore? In regards to History education?**

3. What do you think of the conceptualisation and structure of the 2014 History curriculum? How does the structure of History and Social Studies teaching at primary and upper secondary levels fit into and affect History in Secondary 1 and 2?

4. What is your view on the changes included in the current Lower Secondary History Syllabuses compared to the 2006 counterpart?

5. How do you think the Lower Secondary History Syllabuses have been received? Who are its chief supporters and critics?

6. What is your view on the 2014 Lower Secondary History Syllabuses being compulsory in all Singapore schools?

7. As the curriculum is mandated for lower secondary History, what amount of flexibility do school have to adapt and change the curriculum to suit their individual needs and structures?

8. How does National Education and Character and Citizenship Education (CCE) fit into Lower Secondary History education?

9. In your opinion, how far should the Lower Secondary History Syllabuses be concerned with 'national identity', 'national culture', 'collective memory', and 'cultural identity'? To what extent do you think these topics can be appropriately dealt with in Secondary 1 and 2?

10. How far are national concerns balanced with global issues in the 2014 Lower Secondary History Syllabuses?

11. What do you think are the main issues facing History teachers in Secondary 1 and 2 in regards to the implementation of the 2014 Lower Secondary History Syllabuses? To what extent does this affect the study of History in the upper secondary years?

12. From teachers' experiences, what successes and difficulties have there been with implementing the Historical Investigation part of the new curriculum?

13. In relation to teachers, how would you rank the importance of having appropriate history qualifications as compared with using effective classroom methods for the successful implementation of the Lower Secondary History Syllabuses, especially incorporating historical skills into teaching?

14. Which approach do you favour in the primary and lower secondary years of schooling —a multidisciplinary/interdisciplinary orientation, in which history is taught as one of the strands; or the teaching of history on its own, as a distinct subject?

15. How would you define the terms ‘inquiry skills’ and ‘historical literacy’? How well can these skills be developed in a Humanities multidisciplinary/interdisciplinary subject, compared to the alternative of teaching them in History as a discrete subject?

16. Ideally how would you like to see the Lower Secondary History Syllabuses develop over the next five years?

Appendix 4.27

Personal Response Questions: Principals and Deputies (Singapore)

PERSONAL RESPONSE QUESTIONS: SINGAPORE PRINCIPALS/ DEPUTIES

PERSONAL BACKGROUND

Please tick the relevant box or fill in the information requested.

Language Background

	Name of Language
Language(s) used at home	
Language of Instruction at School	

Educational Background

University Qualifications	
Major Subjects in Degree	
Other Relevant Studies	

TEACHING BACKGROUND

Please use brief words and phrases to complete the following table.

School Name (will be kept confidential)	
Type of School	
Role in School	
Years at the School	
Subjects and Years Currently Teaching	
Syllabuses or Courses Currently Teaching (i.e. Express and/or Normal (Academic))	
Previous Experience in Teaching History	

WRITTEN RESPONSES

Please respond to the 6 questions below, writing about those matters in the teaching of the

2014 Lower Secondary History Syllabuses for the Express Course and Normal (Academic) Course, which have been important for you and your school. It is expected that you would complete your responses in 20-30 minutes. Please feel free to use examples and make your comments as detailed as possible. The response boxes are expandable!

The researcher is interested in the teaching of History in Secondary 1 and 2 for the purpose of comparison with Australia.

A few pointers to aspects you might consider writing about are given under each question. However, it is up to you to write about what you consider the most important aspects in your situation.

1. How is the teaching of History organised across Secondary 1 and 2 in your school?

- Organisation of classes and programs
- Modular or Non-Modular Sequence
- Sequencing with other subjects
- Teachers' History qualifications
- For Express and Normal (Academic) Courses, respectively
- If its compulsory
- Time allocation for each year
- Teacher organisation
- How the curriculum is used

2. What are the main issues facing History teachers in Secondary 1 and 2 in regards to the implementation of the 2014 Lower Secondary History Syllabuses?

- Chief benefits
- Difficulties overcome
- The presence of exams for History in these years
- Main problems
- Your overall view of the syllabuses

3. In your judgement, how have the changes in the 2014 Lower Secondary History Syllabuses been received in your school?

- By teachers?
- By students?
- By parents?
- By the local community?

4. What do you think are the main aims of teaching History in Secondary schools?

- In general?
- For your students?
- Increasing students' knowledge? Skills? Understanding of history?
- Producing active and informed citizens?
- Enhancing students' understanding of their nation's past?
- Providing the possibility of understanding the nation's past in the world and the importance of intercultural relations

5. What is your view on the 2014 Lower Secondary History Syllabuses being compulsory in all Singapore schools?

- What are the strengths?
- What are the limitations?
- How far does it cater for the needs and interests of all students?

6. 'National identity', 'collective memory', 'national culture', 'cultural identity', and 'nation building' are concepts often linked to teaching of History. To what extent have you found it possible and relevant to incorporate these concepts into Lower Secondary History education?

Additional comments you might like to make:

Appendix 4.28

Personal Response Questions: Teachers (Singapore)

PERSONAL RESPONSE QUESTIONS: SINGAPORE TEACHERS

PERSONAL BACKGROUND

Please tick the relevant box or fill in the information requested

Gender

Female	<input type="checkbox"/>
Male	<input type="checkbox"/>

Age

21-30	<input type="checkbox"/>
31-40	<input type="checkbox"/>
41-50	<input type="checkbox"/>
Over 50	<input type="checkbox"/>

Language Background

	Name of Language
Language(s) used at home	
Language of Instruction at School	

Educational Background

	Name of Qualification/Subjects
University Qualifications	
Major Subjects in Degree	
Other Relevant Studies	

TEACHING BACKGROUND

Please use brief words and phrases to complete the following table

School Name (will be kept confidential)	
Type of School	
Role in School	
Years at the School	
Subjects and Years Currently Teaching	
Syllabuses or Courses Currently Teaching (i.e. Express and/or Normal (Academic))	
How Many History Classes and Approximate Number of Students in Each Class	
Previous Experience in Teaching History	

WRITTEN RESPONSES

Please respond to the 12 questions below, writing about the matters in the teaching of History, particularly in relation to the 2014 Lower Secondary History (Teaching) Syllabuses for the Express Course and Normal (Academic) Course, which have been important for you and your school. It is expected that you would complete your responses in 30-40 minutes. Please feel free to use examples and make your comments as detailed as possible in relation to your teaching experiences. The response boxes are expandable!

The researcher is interested in the teaching of History in Secondary 1 and 2 for the purpose of comparison with Australia. When providing comments or examples it would be appreciated if you could indicate whether it related to the Express or Normal (Academic) Course.

A few pointers to aspects you might consider writing about are given under each question. However, it is up to you to write about what you consider the most important aspects in your situation.

1. How has the introduction of the 2014 Lower Secondary History Syllabuses changed your teaching of History?

- Topics Taught
- Catering for student diversity
- Recommended Pedagogy
- Time allocated to History
- Teaching approaches
- Resources and course books
- Arrangement across 2 years

2. From your personal experience of classroom teaching, what are the main issues facing History teachers in Secondary 1 and 2, in regards to the implementation of 2014

Lower Secondary History Syllabuses?

- Chief benefits
- Difficulties overcome
- Your overall view of the syllabuses
- Main problems
- Being a compulsory subject
- The presence of History exams in these years

3. What successes and difficulties have you experienced in introducing the following concepts related to Historical Literacy into the teaching of History in Secondary 1 and 2 classes?

- Inquiry skills/processes
- Empathy in understanding history
- Historical Consciousness
- Historical Inquiry
- Multiple perspectives
- Historical interpretation
- Historical Understanding
- Historical Thinking

4. In your judgement, how have the 2014 Lower Secondary History Syllabuses been received in History classes?

- By teachers?
- By students?
- By parents?

5. What do you think are the main aims of teaching History at Secondary school level?

- In general?
- For your Secondary 1 and 2 students?
 - Increasing students' knowledge? Skills? Understanding of history?
 - Producing active and informed citizens?
 - Enhancing students' understanding of their nation's past?
 - Providing the possibility of understanding the nation's place in the world and the importance of intercultural relations

6. How much use do you make of the following components of the 2014 Lower Secondary Teaching Syllabuses in the classroom?

- | | |
|--|--|
| • Scope and Sequence Chart for the History Syllabuses | • Amplification of Syllabuses for each Unit and Stream |
| • Scope and Sequence Charts | • Desired Outcomes of Education |
| • 21 st Century Competencies | • Specimen Questions and Mark Schemes |
| • Suggested Assessment Modes and Rubrics | • Recommended Reading List |
| • Qualities of a History Learner | • Aims and Learning Outcomes |
| • Mapping of History Syllabuses to 21 st Century Competencies and Benchmarks, including possible activities mentioned | |

7. From your personal experiences, what successes and difficulties have you encountered with implementing the Historical Investigation (HI)?

- Arrangement and structure in the syllabuses
- Amount dedicated to HI in class and each year
- How used or implemented
- 'Application of historical knowledge and skills'
- Following a 'guided inquiry approach'
- As 'a form of historical inquiry'
- Modifications needed by the teacher and school to implement
- Correlation to the Geographical Investigation (GI)
- Connection to acquiring 21st Century Competencies

8. In your practical experience, what activities, inquiry methods, and tasks have you found to be most effective in facilitating higher order thinking and critical thinking in Secondary 1 and 2?

- Inquiry skills/processes
- Teacher or student centred?
- Source-based Questions
- Chapter Tasks or other assessment tasks
- Historical Investigation
- Use of evidence
- 'Singapore: The Making of a Nation-State, 1300-1975' Source Kit
- Differences between Express and Normal Academic streams

9. What support and resources have you been given and how have you used them?

- By the School?
- Exemplars
- Networking and use of Social Media
- Teacher training and workshops, seminars, conferences, etc.
- By the Ministry of Education?
- Guidance and support
- Other associations and organisations

10. In what ways have you used the Teaching and Learning Lower Secondary History Guide (TLG) mentioned in the syllabuses?

- In what ways?
- For Discourse on the Syllabuses
- Guidance

11. To what extent do you use History textbooks or coursebooks in the classroom?

- Benefits
- Name of textbook or coursebook(s)
- Understanding the 2014 Lower Secondary History Syllabuses and its expectations
- Differences in Express and Normal Academic streams
- Relationship to developing higher-order thinking skills
- For teacher and/or student centric teaching methods
- Layout

12. 'National identity', 'collective memory', 'national culture', 'cultural identity', and 'nation building' are concepts often linked to teaching of History. To what extent have you found it possible and relevant to incorporate these concepts into your teaching of Lower Secondary students?

Additional comments you might like to make:

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