



# HISTORY

## Accelerated Class for Humanities (ACH)

### INTRODUCTION

The study of History from an international perspective is increasingly important today. In the contemporary context, one of globalisation and rapid technological developments, different cultures and societies are increasingly in contact with one another and interdependent on each other. Now, more than ever, there is a need for an understanding of the present as well as how the past has shaped the present.

This enriched History curriculum for the Accelerated Class for Humanities is based on the Integrated Programme History for Years 3 and 4, a two-year world history course that involves an exciting engagement with the past. As an exploratory subject, it fosters a sense of inquiry. It is also an interpretative discipline, allowing opportunity for engagement with multiple perspectives and plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. It is focused on key historical concepts that underpin the discipline, such as change and continuity, causation, consequence, significance and perspectives.

The curriculum is designed to provide a multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural aspects. The curriculum allows students to think historically and to develop historical skills in addition to gaining historical knowledge. It emphasises the importance of the development of the skills of critical thinking, in thinking about the ways in which historical knowledge is produced, as well as the uses and abuses of historical narratives. As such, the curriculum involves a critical interpretation and understanding of the past, and the discourses that shape it.

A key aim of Integrated Programme History for Years 3 and 4 is the development of international mindedness among the students. International mindedness, which is exemplified through the promotion of a global, intercultural understanding, is developed through an exploration of multiple perspectives. Students would be exposed to case studies and examples drawn from different regions of the world, allowing for the emergence of a transnational perspective.

### LEARNING OUTCOMES

By the end of the course, students should be able to:

#### Content

- Grasp the broad fundamental concepts common to all historical explanations.
- Understand international affairs and the forces that shaped 20<sup>th</sup> century world history.
- Develop international awareness and understanding by promoting empathy for and sensitivity towards different political experiences of people living in diverse places and at different times.
- Appreciate and understand history as a discipline including key historical concepts, the nature and diversity of its sources, methods and interpretations.

#### Skills

- Recall, select and deploy relevant historical knowledge and communicate this knowledge in a clear and coherent form.
- Demonstrate understanding of historical terminology and concepts.
- Interpret, analyse and evaluate a wide range of historical sources and their use as evidence.
- Present clear, concise, relevant and well-substantiated analysis and arguments.
- Explain different approaches to, and interpretations of historical events and topics.

### COURSE OUTLINE

The syllabus is organised around themes, concepts and case-studies.

#### 1) Nationalism, Imperialism and The Origins of World War I, 1871–1918

- Concert of Europe
- Birth of Italy and Germany
- Colonialization and Imperialism
- Origin of the Great War (WWI)

- Nature of Total War
- Outcomes of World War I

## **2) Dictatorships in Europe: Birth of USSR and the Rule of Joseph Stalin**

- Communism vs Capitalism
- The Revolutions in Russia
- The Russian Civil War and the Birth of USSR
- Stalin's Rise to Power
- Features of Authoritarianism in USSR

## **3) Dictatorships in Europe: Germany (1918 to 1945) and the Rule of Adolf Hitler**

- Problems in Weimar Republic
- Political Structures of the Weimar Republic
- The Great Depression
- Hitler's Rise to Power
- Features of Authoritarianism in Nazi Germany

## **4) The Second World War in Europe (1937–1945)**

- Weakness of League of Nations
- Japanese Aggression in the East
- Road to World War II in Europe
- Road to World War II in Asia Pacific
- Allies' Victory in Europe
- Allies' Victory in Asia Pacific

## **5) The Cold War in the West and The Demise of USSR (1945–1991)**

- Origins of Cold War in Europe
- Cold War goes Global
- MAD and the Cuban Missile Crisis
- Rapprochement and the end of Détente
- Problems in the USSR
- The End of Cold War

## **6) Rise of Peoples' Republic of China in Asia (1945 – 1997)**

- Chinese Civil War
- Birth of Peoples' Republic of China and the Taiwan Issue
- Mao Zedong 's China
- China in the Cold War: Korea and Vietnam
- Deng Xiaoping's China

## **ASSESSMENT**

Assessment for the IP History course comprises Weighted Assessment, Coursework and the Final Examination. Students are assessed based on their ability to deploy knowledge, make persuasive arguments (both in writing and in speaking), analyse documents critically, as well as working in groups.

## **TEACHING & LEARNING APPROACHES**

The History curriculum in the Accelerated Class for Humanities seeks to deepen student engagement with the discipline of history in exciting ways:

- Learning beyond the classroom through field trips, meetings with professional historians, film appreciation and hands-on participation in community archival projects.
- Facilitating a deeper understanding of historical concepts and schools of thought through discussions and debates on historiography and controversies in history.
- Encouraging a greater sense of empathy through activities such as simulations, role-play, speech-writing and games.

## **CURRICULAR ENHANCEMENT**

While students in the ACH study the same course as the rest of the IP cohort, they will engage in in-depth discussions that promote critical thinking and foster a deeper understanding of each topic in the course.

Discussions may include, but are not limited to:

- World War I: Totally new? A discussion on the nature, precedents and significance of Total War
- Same same but different? A concept-based discussion on Marxism, Socialism, Communism
- Our only hope? A source-based debate on the benefits of Hitler's rule
- Where does the responsibility begin and end? A discussion on the Holocaust and culpability
- An awful responsibility - A discussion on the historiography of the necessity of the dropping of the atomic bomb
- Did Star Wars end the Cold War? An examination of American triumphalism at the end of the Cold War
- The Dictators' Playbook - A comparative analysis of Nazi Germany and Communist China

## **TALENT DEVELOPMENT PROGRAMMES**

**MOE History Talent Development Programme (HTDP):** The HTDP aims to develop students' interest in History, deepen their understanding of the discipline, and stretch them to achieve their fullest potential. The HTDP will provide various platforms for these students to engage with historians and experts in relevant fields, as well as with their peers on a broad range of historical issues. The HTDP will run over the course of Year 3 to 6. Students must first qualify for the programme based on their results in the annual MOE History Challenge.

**Humanities and Social Sciences Research Programme (HSSRP):** Jointly organised by the GE branch of MOE and various institutions of Higher Learning, this programme aims to provide participants with the opportunity to engage in research under the guidance of mentors in the various fields in the Humanities and Social Sciences. Students will submit a proposal to apply. Successful applicants will have the opportunity to work closely with experts to examine a meaningful research problem.

<https://www.moe.gov.sg/education/programmes/gifted-education-programme/special-programmes/humanities-and-social-sciences-research-programme>

**The International History Bee and Bowl:** The International History Bee and Bowl are two academic quiz competitions with a history focus (the Bee is for individual students, the Bowl is for teams) that are held throughout Asia each school year. Founded in 2010, IHBB organizes events now in over 25 countries around the world, including the annual Asian Championships and the biennial International History Olympiad.

<https://www.ihbbasia.com/>