



COMMONWEALTH SECONDARY SCHOOL
DEPARTMENT OF HUMANITIES
SECONDARY TWO EXPRESS HISTORY
COURSE OUTLINE 2018

SCHEDULE FOR INSTRUCTION

| Term/Week | Topic | Textbook |
|-----------|--|------------------|
| T1/WK 2 | What aspirations did the people have for Singapore after 1945? | Unit 3/Chapter 6 |
| T1/WK3 | What were people's aspirations for Singapore between 1945 and 1959? a) Rise of political and nationalist groups (SPP, Labour Front, PAP, Workers' Union, Students movement) b) Problems with the LF government | Unit 3/Chapter 6 |
| T1/WK4 | Reasons for merger: a) Why did Singapore become part of Malaysia? b) Why did the Tunku agree to merger? | Unit 3/Chapter 6 |
| T1/WK 5 | Why did the Merger fail? a) Disagreements over common market & taxation (economic reason) | Unit 3/Chapter 6 |
| T1/WK 6 | Why did the Merger fail? a) Clash of political beliefs/parties and ethnic policy, b) Revision mindmap: Road to Separation (racial riots and aftermath) | Unit 3/Chapter 6 |
| T1/WK 7 | Merger and Separation | Unit 3/Chapter 6 |
| T1/WK 8 | HI Project | Unit 3/Chapter 6 |
| T1/WK 9 | HI Project | Unit 3/Chapter 6 |
| T1/WK 10 | What did independence mean for Singapore? (pg. 117-134) | Unit 4/Chapter 7 |
| T2/ WK 1 | What did independence mean for Singapore? (pg. 135-151) | Unit 4/Chapter 7 |
| T2/WK 2 | What did independence mean for Singapore? (pg. 135-151) a) Challenges facing economic survival | Unit 4/Chapter 7 |
| T2/WK 3 | What did independence mean for Singapore? (pg. 135-151) a) Challenges facing citizenship & sense of belonging | Unit 4/Chapter 7 |
| T2/WK 4 | Consolidation of Chapter 6 & 7 | |
| T3/WK 1 | How far were people's lives transformed after independence? a) Feelings towards being Singaporeans | Unit 3/Chapter 8 |
| T3/WK 2 | How far were people's lives transformed after independence? | Unit 3/Chapter 8 |

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| | a) Sense of national security/defence | |
| T3/WK 3-4 | How far were people's lives transformed after independence? a) Economic development | Unit 3/Chapter 8 |
| T3/WK 5-6 | How far were people's lives transformed after independence? a) Developments in housing | Unit 3/Chapter 8 |
| T3/WK 7-8 | Consolidation of Chapter 6-8 | Unit 3/Chapter 8 |
| T3/WK 9-10 | Revision | All chapters |
| T4/WK 1 | Revision | All chapters |

TEACHERS:

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

Other references:

- Additional hand-outs will be provided to supplement the textbook

ASSESSMENT**(i) Components of Assessment**

| CA1 (10%) | SA1 (25%) | CA2 (20%) | | SA2 (45%) |
|--------------------------|----------------------|--------------------------|-----------------------------|----------------------|
| Graded assignments/tests | MYE | Graded assignments/tests | Alternative Assessment (HI) | EOY Examination |
| 10% | 25% | 10% | 10% | 45% |

(ii) Details of Assessment**Continual Assessment (CA)**

| S/N | Assessment Component | Term/Week | Format |
|------------|-----------------------------------|----------------------------------|--|
| 1 | SBQ Graded Assignment-Comparison | T1/WK 3 | SBQ Duration: 20 mins |
| 2 | SEQ Test | T1/WK 4 | SEQ Duration: 20 mins |
| 3 | SBQ Test Reliability | T1/WK 7 | SBQ Duration: 20 mins |
| 4 | Historical Investigation | T1 WK 8-9 (submit in T2 WK 1) | Group work |
| 5 | SEQ Test | T2 WK 2 | SEQ Duration: 20 mins |
| 4 | DI Product | T2 WK 4 | Individual |
| 6 | MYE | T2 WK 6-8: MYE | 1. SBQ (inference, comparison, surprised), 2. 2 PEEL questions Duration: 1 hour 30 mins |
| 7 | SEQ Test | T3 WK 2 | SEQ Duration: 20 mins |
| 8 | SBQ Graded Assignment - Inference | T3 WK 4 | SBQ Duration: 15 mins |
| 9 | SBQ Test Comparison | T3 WK 6 | SBQ Duration: 20 mins |
| 10 | Holiday Assignment | T3 WK 1 | Individual/Group work (TBC) |
| 11 | EOY Exam | T4/WK 2 onwards | 1. SBQ (inference, comparison, surprised, reliability), 2. 2 PEEL questions Duration: 1 hour 30 mins |