

# *Humanities*



COURSE	G3	G2	G1
<b>SUBJECTS OFFERED</b>	<p><b>Compulsory choose one</b></p> <ol style="list-style-type: none"> <li>1. Humanities (Social Studies/ Geography)</li> <li>2. Humanities (Social Studies/ History)</li> <li>3. Humanities (Social Studies/ Literature in English)</li> </ol>	<p><b>Compulsory choose one</b></p> <ol style="list-style-type: none"> <li>1. Humanities (Social Studies/ Geography)</li> <li>2. Humanities (Social Studies/ History)</li> </ol>	<p><b>Compulsory</b> G1 Humanities</p>
<b>ASSESSMENT FORMAT</b>	<p>The Humanities syllabus aims to enable students to acquire knowledge and understanding of events and phenomenon, issues and perspectives, and human actions and behaviours.</p> <p>Humanities syllabus comprises two components:</p> <ol style="list-style-type: none"> <li>1. Social Studies</li> <li>2. Geography <u>or</u> History <u>or</u> Literature in English</li> </ol> <p>Both components are compulsory.</p> <p>Please refer to: <a href="https://www.seab.gov.sg/">https://www.seab.gov.sg/</a> for the assessment format.</p>		<p>Assessment is carried out through Performance Task.</p>

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History	
<b>CRITERIA, DESIRED DISPOSITIONS</b>	<p>Students of History should have:</p> <ul style="list-style-type: none"> <li>• A desire to develop a good grasp of drawing connections between the past and present by understanding how the nature and impact of past developments explain today's world.</li> <li>• The willingness to understand key events, people, and movements in history while developing chronological understanding, historical inquiry, and critical thinking skills.</li> </ul>
<b>SKILLS &amp; COMPETENCIES TO BE DEVELOPED</b>	<ul style="list-style-type: none"> <li>• <b>Historical Empathy and Understanding:</b> Students develop resilience, respect, and integrity by engaging in historical inquiry, critically analysing sources, and demonstrating sensitivity to the context of historical actions and interpretations.</li> <li>• <b>Social and Emotional Competencies:</b> Collaborative learning experiences in history classrooms foster social awareness, relationship management, and responsible decision-making as students navigate different perspectives and build emotional intelligence.</li> <li>• <b>Global Awareness and Critical Thinking:</b> The history curriculum equips students with civic literacy, global awareness, and cross-cultural skills, while also developing critical thinking and communication abilities through inquiry-based learning and the evaluation of historical sources.</li> </ul>
<b>POST-SECONDARY OPPORTUNITIES</b>	<p>History students develop critical analysis, research, and communication skills, enabling them to pursue careers in education, heritage, journalism, public service, and interdisciplinary fields such as law, international relations, and business.</p>

Geography	
<b>CRITERIA, DESIRED DISPOSITIONS</b>	Students of Geography should have: <ul style="list-style-type: none"> <li>• A desire to develop a wide range of knowledge and skills to understand physical and human phenomena; and other contemporary environmental and social issues that occur in different places and cultures.</li> </ul>
<b>SKILLS &amp; COMPETENCIES TO BE DEVELOPED</b>	<p><b>1. Confident, Self-Directed Learners:</b> Geography students become confident individuals with a strong sense of right and wrong, adaptability, and effective communication skills. They are self-directed learners who question, reflect, and take responsibility for their own learning.</p> <p><b>2. Active Contributors:</b> Students are innovative and effective team players, taking initiative and calculated risks to strive for excellence and contribute positively to their communities.</p> <p><b>3. Concerned Citizens:</b> Students develop a strong sense of civic consciousness and global awareness, actively participating in the betterment of society and using tools such as maps, fieldwork, and GIS to understand and address real-world issues.</p>
<b>POST-SECONDARY OPPORTUNITIES</b>	Geography students develop essential skills such as critical thinking, spatial awareness, data analysis, and the ability to address environmental and societal challenges. Post-secondary options for these students include pursuing opportunities in environmental studies, urban planning, or related fields, which can lead to careers in sectors such as education, research, government, urban development, environmental consultancy, and policy planning.

Social Studies	
<b>CRITERIA, DESIRED DISPOSITIONS</b>	<p>Students studying social studies are expected to develop the following dispositions:</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking and Inquiry:</b> Students should be curious, open-minded, and analytical. They need to be able to critically evaluate different perspectives, analyze sources of information, and question assumptions. This disposition helps them understand complex societal issues and encourages them to form reasoned conclusions.</li> <li>• <b>Respect and Empathy for Diversity:</b> Students should cultivate a sense of respect and empathy for different cultures, backgrounds, and perspectives. This disposition helps them appreciate Singapore's multicultural society and navigate interactions with people from various walks of life. It also promotes social harmony and inclusivity.</li> </ul>
<b>SKILLS &amp; COMPETENCIES TO BE DEVELOPED</b>	<p><b>1. 21st Century Competencies:</b> Students develop competencies which include civic literacy, global awareness, cross-cultural skills, critical and inventive thinking, and communication, collaboration, and information skills necessary for success in a globalized world.</p> <p><b>2. Social and Emotional Competencies:</b> Student develop skills to recognize and manage emotions, care for others, make responsible decisions, and establish positive relationships, all grounded in values such as resilience, responsibility, respect, integrity, care, and harmony.</p>
<b>POST-SECONDARY OPPORTUNITIES</b>	<p>Students studying social studies gain essential skills for active citizenship and participation in a diverse, globalized world, and can pursue various post-secondary options such as pursuing in areas such as humanities and social sciences.</p>

Principles of Accounts	
<b>CRITERIA, DESIRED DISPOSITIONS</b>	<p>Students of Principles of Accounts should have:</p> <ul style="list-style-type: none"> <li>• The desire to develop strong attention to detail and the ability to work with numbers accurately. This involves being meticulous in recording transactions, preparing financial statements, and ensuring all figures balance and align.</li> <li>• The willingness to develop strong attention to detail and the ability to work with numbers accurately. This involves being meticulous in recording transactions, preparing financial statements, and ensuring all figures balance and align.</li> </ul>
<b>SKILLS &amp; COMPETENCIES TO BE DEVELOPED</b>	<p><b>1.Critical Thinking:</b> Students enhance their critical thinking skills as they analyse accounting information and make informed decisions based on data.</p> <p><b>2.Communication Skills:</b> Presenting accounting decisions and findings helps students improve their ability to communicate complex information effectively.</p> <p><b>3.Understanding Common Standards:</b> Learning about accounting standards helps students recognize the importance of consistent practices in a global context, bridging different cultural needs and addressing global challenges.</p>
<b>POST-SECONDARY OPPORTUNITIES</b>	Principles of Accounts students gain financial literacy, analytical skills, and problem-solving abilities, and can pursue post-secondary education in accounting, finance, or business.

# YOU SHOULD CHOOSE **GEOGRAPHY**, IF YOU ARE:

## Attitude

- **Curious** about the formation of earth and physical environment.
- **Keen interest** in global trends and current affairs about society, economy and politics.
- **Inquisitive, self directed and reflective** in seeking geographical insights.

## Aptitude

- Able to **make clear and reasonable explanations**.
- Able to **make connections** between human-physical relationships at various scales.
- Able to make **informed judgement and sound decisions** through analysis, synthesis and evaluation of geographical information.

# YOU SHOULD CHOOSE HISTORY, IF YOU ARE:

## Attitude

- **Empathetic** – understands the reasons of past developments without imposing judgement on present day norms.
- **Balanced** – considers and respects different points of viewpoints.
- **Enquiring** – asks questions to uncover and understand the past.
- **Discerning** – understands sources beyond face value

## Aptitude

- Able to **make clear and reasonable explanations and historical interpretation.**
- **Methodical** – Employs comprehensive effort when engaged in historical enquiry.
- **Knowledgeable and familiar** with key forces and personalities that have shaped the world.

# YOU SHOULD CHOOSE PRINCIPLES OF ACCOUNTS, IF YOU ARE:

## Attitude

- **Interested** in accounting and aware of further pathways in accounting.
- **Integrity and Objectivity** in business ethics.
- **Social responsibility**, and how it can affect users of financial information.

## Aptitude

- **Logical:** Shows critical thinking and reasoning skills to reach sound conclusions.
- **Methodical:** Uses systematic and structured approaches when recording, organising, and interpreting financial transactions.
- **Consistent:** Demonstrates reliability in applying accounting principles to ensure accuracy in financial records.
- **Accurate:** Exhibits the ability to think critically and apply logical reasoning to develop sound conclusions.

# History

**PAPER 1: 1870s–1942** FROM EUROPEAN DOMINANCE TO WORLD WAR II

<p><b>1</b> EUROPEAN CONTROL IN SOUTHEAST ASIA</p> 	<p><b>2</b> AFTER WORLD WAR I</p> 	<p><b>3</b> RISE OF AUTHORITARIAN REGIMES</p> 	<p><b>4</b> WAR IN EUROPE AND ASIA-PACIFIC</p> 
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**PAPER 2: 1940s–1991** THE COLD WAR AND DECOLONISATION

<p><b>1</b> END OF WORLD WAR II</p> 	<p><b>2</b> THE COLD WAR</p> 	<p><b>3</b> COLD WAR OUTSIDE EUROPE</p> 	<p><b>4</b> DECOLONISATION IN SOUTHEAST ASIA</p> 	<p><b>5</b> END OF THE COLD WAR</p> 
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<p><b>KEY THEMES</b></p> <ul style="list-style-type: none"> <li>Power &amp; control</li> <li>Ideas &amp; ideologies</li> <li>Conflict &amp; change</li> <li>Independence &amp; nation-building</li> </ul>	<p><b>SKILLS YOU'LL BUILD</b></p> <ul style="list-style-type: none"> <li>Source analysis</li> <li>Chronology</li> <li>Cause &amp; consequence</li> <li>Evaluation &amp; perspectives</li> </ul>	<p><b>WHAT YOU'LL STUDY</b></p> <ul style="list-style-type: none"> <li>Colonialism</li> <li>World Wars</li> <li>Authoritarianism</li> <li>The Cold War</li> <li>Decolonisation</li> </ul>	<p><b>WHY IT MATTERS</b></p> <p>Understand the past. Make informed choices. Shape the future.</p>
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# WHY STUDY HUMANITIES?



Understanding people. Questioning the world. Shaping the future.

## UNDERSTAND PEOPLE & CULTURES



Gain insight into different cultures, histories and perspectives.

## THINK CRITICALLY & QUESTION DEEPLY



Analyse information, evaluate evidence and see multiple sides of every issue.

## BUILD ESSENTIAL SKILLS



Develop skills in writing, research, communication, analysis and reasoning.

## WHY IT MATTERS



Make sense of the world around you and current events.



Foster empathy, respect and a sense of social justice.



Appreciate our past to make better decisions for the future.



Communicate effectively and work collaboratively.

## PREPARES YOU FOR MANY POSSIBILITIES



Further studies in diverse disciplines



Careers in media, law, education, public service and more



Understand people and work well with others



Solve problems and think creatively



Be an informed citizen and make a positive impact



Adapt, innovate and lead in a changing world



**HUMANITIES HELP US UNDERSTAND OURSELVES AND OTHERS SO WE CAN BUILD A BETTER FUTURE TOGETHER.**