

HISTORY
HIGHER 3
(Syllabus 9807)
[For School Candidates Only]

CONTENTS

	PAGE
INTRODUCTION	1
SYLLABUS DESIGN	1
AIMS	1
ASSESSMENT OBJECTIVES	2
SYLLABUS CONTENT	2
LEVEL DESCRIPTORS	7
REFERENCES FOR INVESTIGATING HISTORY	8
REFERENCES FOR WRITING A RESEARCH PAPER	9
APPENDIX A: RESEARCH ESSAY PROPOSAL FORM	
APPENDIX B: DECLARATION AND SUBMISSION FORM	
APPENDIX C: RECORD OF ADDITIONAL GUIDANCE	

INTRODUCTION

H3 History is intended for candidates who demonstrate an exceptional ability and passion in History. It provides opportunities for candidates to explore historical issues and events in greater depth, and promotes an appreciation of the nature of History as a discipline. The H3 History syllabus is designed to offer intellectual challenge and rigour as it expects candidates to think independently and to develop critical inquiry. It takes the form of a research essay on a topic of the candidate's choice.

SYLLABUS DESIGN

The H3 History syllabus is developed on the assumption that candidates have knowledge and understanding of History at H2 level. It is pitched at a level higher than that of the H2 History syllabus. It builds on the competencies acquired in H2 History and requires candidates to demonstrate historical knowledge in greater depth and breadth. The aims and assessment objectives are an extension of those stated in the H2 History syllabus. The proposed curriculum time for H3 History is approximately 120 hours, which is between half to two-thirds of the curriculum time for H2 History.

AIMS

The syllabus aims to enable students to:

1. develop an appreciation of history as a discipline by examining how and why it is studied;
2. critically appraise how the past is interpreted, portrayed and represented;
3. evaluate the complexities of historical causation;
4. recognise that historical judgements are based on available evidence and are provisional in nature;
5. reach informed conclusions about historical issues based on an understanding of history as a discipline by engaging in an independent research; and
6. develop a lasting interest in history.

ASSESSMENT OBJECTIVES

Candidates will be expected to:

1. demonstrate historical understanding through the acquisition, selection and synthesis of knowledge;
2. demonstrate a critical awareness of the range of differing historical viewpoints by establishing connections, making comparisons and interpreting them in the context of historical events or issues;
3. interpret and evaluate evidence by distinguishing between fact, opinion and judgement, highlighting gaps and inconsistencies in the available body of historical knowledge; and
4. present well-substantiated arguments, displaying independence of thought and analysis, which are communicated with clarity and coherence through an independent historical investigation.

SYLLABUS CONTENT

H3 History takes the form of a Research Essay. It comprises 2 components, *Investigating History* and *Historical Inquiry*. *Investigating History* is a taught component that provides students with an understanding of the nature and philosophy of History discipline. This understanding would facilitate the research work to be undertaken by the students in the form of *Historical Inquiry*.

Investigating History

Investigating History provides a theoretical understanding of the historian's craft and how the knowledge of the past is acquired through the process of inquiry and investigation. Students would be introduced to the fundamental question, *What is History* by exploring the following issues which shape historical writing.

- History and truth
- Use and abuse of history
- Bias in history
- How, why and for whom is history constructed?
- The nature, use and limitations of historical knowledge

It is crucial that the candidates understand the underpinnings of the nature and philosophy of History. By examining the issue of how knowledge of the past is constructed and the limitations of historical evidence, candidates would develop a critical approach in examining the research question they have chosen to do.

It is recommended that teachers allocate about 20 hours to the discussion of these issues.

Historical Inquiry

Historical Inquiry is a research component that requires students to conduct an individual investigation of a historical question or an issue. Candidates will identify an area of historical interest, examine a variety of evidence, and interpret and evaluate the evidence to reach informed conclusions.

Candidates will submit a 3000-3500 word research essay based on a topic of their choice which had been approved in advance by Cambridge International Examinations (CIE). The research essay should be completed over a period of nine months, commencing in November of the first academic year and ready for submission to CIE by September of the second academic year.

Types of historical inquiry

Candidates could embark on a historical inquiry based on primary and/or secondary sources. They could also conduct fieldwork studies concerning national landmarks, religious and archaeological sites. Other types of historical inquiry could include oral history projects, book reviews and critical appraisal of works of art such as films, painting and sculpture. Alternatively, they could study the problems involved in using documents, such as newspapers, in the portrayal of people, events or places.

Planning and writing the research proposal

1. Identifying a research topic

Candidates are encouraged to consider two to three possible areas of research. They should do some basic reading on the proposed research topics to establish their viability. Candidates should finally select one research topic which is focused and will contribute to existing historical knowledge. The selected research topic should be set in the form of a question to be answered.

2. Approval Process for the Research Proposal

- 2.1 Candidates must submit the soft copy of their *Research Essay Proposal Form (Appendix A)* to SEAB by a specified date in Term 1 of the second year of study. Deadlines for submissions will be specified by SEAB in a circular to schools each year.
- 2.2 The Proposal must include the following details:
 - the research topic;
 - rationale for the choice of research topic;
 - the title of the Research Essay;
 - a synopsis which states clearly the objective(s) and scope of the research area, as well as an indication of any potential problems or limitations;
 - a literature review giving an overview of the current state of research and knowledge in this area of study;
 - if applicable, a description of the qualitative or quantitative methodology to be used in gathering data; and
 - the proposal should not exceed 500 words.
- 2.3 The hard copy of the proposal must be dated and signed by both the candidate and the teacher supervising the study. The hard copy should be retained by the school and submitted with the completed Research Essay by the date specified by SEAB.
- 2.4 Proposal submissions will be sent electronically to CIE for approval by the Principal Examiner who will advise on the research proposals based on the following considerations:
 - Is the title of the research paper expressed as a historical question?
 - Are suitable resources available to answer the question?
 - Will the research question lend itself to be tested against the assessment objectives?
- 2.5 If a proposal is acceptable as it stands, the Principal Examiner will approve it without further feedback.
- 2.6 If the Principal Examiner rejects a proposal, or indicates that a proposal needs to be revised before it can be approved, s/he will send feedback accordingly. This feedback must be retained and submitted with the completed Research Essay, along with the hard copy of the original research proposal. (see paragraph 2.3)
- 2.7 If a candidate has been advised by the Principal Examiner that s/he must make a resubmission of the amended proposal for approval, or submit a second proposal, the candidate must do so by the date specified by SEAB.

Notes of guidance for supervisors on the Research Essay

3. The Research Essay submitted for assessment must be the candidates' own work and should represent their ability to work independently; nevertheless, all candidates will need support from their Centres in the form of monitoring the work in progress and giving some degree of guidance.

3.1 At the Proposal Stage

- 3.1.1 Before candidates embark on the writing of their paper, at the Proposal Stage of the Research Essay, teachers are expected to:
- guide candidates on the selection of an appropriate research topic;
 - guide candidates in the formulation of their research proposal and in the interpretation of examiner's comments on their proposal, if necessary;
 - advise candidates on work schedule;
 - advise candidates on research ethics;
 - guide candidates on research skills and techniques;
 - advise candidates on the suitability of resources/references selected;
 - draw candidates' attention to the importance of the declaration they will be required to make in the *Declaration and Submission Form* (Appendix B); and
 - explain to candidates what they will be assessed on and how their performance will be assessed.
- 3.1.2 Teachers should guide candidates in interpreting the feedback given by the Principal Examiner, and revising or formulating a new proposal, if necessary.

3.2 During Writing

- 3.2.1 The teacher will schedule one conference with the candidate, at the latest by the fourth month of writing.
- 3.2.2 There is no time limit on the duration of the conference, as the length of time required will depend on each candidate's needs. However, the conference should take place over one sitting.
- 3.2.3 The teacher may accept a draft of a candidate's work in advance of the conference, for discussion during the session, but the teacher should not give any written feedback on the work submitted.
- 3.2.4 The teacher should encourage the candidate to take notes during the conference so that s/he can refer to these notes subsequently, when working independently.
- 3.2.5 At the request of a candidate, the teacher may schedule a second conference. In the event of a second conference being scheduled, the teacher will be required to complete the *Record of Additional Guidance* (Appendix C), giving details of key points of guidance given during the second conference. The completed form must carry the teacher's signature and date.
- 3.2.6 The candidate should be given the opportunity to see what has been noted down on the form and should sign his/her acknowledgement of the additional guidance given.
- 3.2.7 The *Record of Additional Guidance* should be attached to the front of the completed work submitted for assessment, behind the *Declaration and Submission Form* (Appendix B).
- 3.2.8 It should be noted that the nature and extent of additional guidance given may be taken into consideration during the marking of the candidate's work.
- 3.2.9 Should the teacher feel that a candidate would benefit from a second conference, s/he may suggest it to the candidate, but it should be the candidate's decision whether or not to take up the suggestion.

3.3 Acknowledgement of Guidance

- 3.3.1 Candidates are permitted to seek advice or information from people outside of the school environment who have expertise that is relevant to their research. However, as part of their guidance on the ethics of carrying out independent research, teachers should advise candidates that it is not acceptable for them to either seek or accept help from any outside agency, including family and friends, in the actual writing of their Research Essay.
- 3.3.2 Candidates must acknowledge guidance or information provided by people other than their History teachers. They may do this through the use of footnotes, or endnotes, or in their bibliography.

3.4 On Submission and Suspicion of Plagiarism

- 3.4.1 When candidates submit their Research Essay for assessment, teachers are expected to ensure that candidates have completed the *Declaration and Submission Form* (Appendix B) and attach it to the front of the work, along with the *Record of Additional Guidance* (Appendix C), if any additional guidance has been given.
- 3.4.2 Teachers should also attach the hard copy of the proposal(s).
- 3.4.3 While teachers do not need to assess the work that is submitted, or check that requirements for the Research Essay have been fulfilled, nevertheless, they will need to read the work in order to satisfy themselves that it is authentic.
- 3.4.4 If the teacher is satisfied that, to the best of his/her knowledge of the candidate and the progress of the Research Essay, the work is authentic, s/he should sign and date the declaration on authenticity on the *Declaration and Submission Form* (Appendix B). It is understood that the declaration is made in good faith by the teacher and that ultimately, the authenticity of the work is the candidate's responsibility.
- 3.4.5 If the teacher has cause for suspicion of plagiarism in the work submitted, s/he should circle 'reason' [to believe that the candidate has plagiarised work in this Research Essay] and give details in an *Irregularity Report* (to be issued by SEAB) which should be submitted to SEAB, along with the work in question, including the candidate's approved proposal.
- 3.4.6 All documentation regarding cases of suspected plagiarism, proven or otherwise, must be submitted to SEAB. The examining authority will take disciplinary action against any candidate found to have committed or aided the offence of plagiarism.
- 3.4.7 If there are no irregularity cases, a 'Nil Return' for the subject must be submitted by the school.

Notes on the submission of the Research Essay

- 4. The Research Essay must be submitted to CIE by mid-September of the second academic year. It must be type-written on A4 size paper using Arial 12 font, double-spaced and appropriately referenced where necessary. All pages except the cover page must be paginated at the lower right hand corner. It is essential that all direct quotations or ideas borrowed from authors, which are paraphrased in the candidate's own words be acknowledged when referencing. All diagrams, maps and graphs should be folded down to A4 size. A complete bibliography of all resources used/referred to must be attached to the work. Candidates are reminded to adhere strictly to the word limit of 3000-3500 words for the Research Essay. They should be informed that the following do not constitute part of the word count:

- titles and content of diagrams (e.g. graphs, charts, tables, maps)
- footnotes
- bibliography
- appendices
- acknowledgement
- page numbers

5. The Research Essay must be accompanied by:

- **Research Essay Proposal Form** (Appendix A)
- **Declaration and Submission Form** (Appendix B)
- **Record of Additional Guidance** (Appendix C), if applicable
- **Appendices** (where necessary)

Appendices are supplementary reference materials that may assist the marker in assessing the Research Essay. Examples of these materials include maps, charts and questionnaires. Materials that are not relevant to the Research Essay and are used solely for the purpose of interest and decoration should not be appended.

Framework of the Research Essay

The table below provides a suggested framework for the Research Essay.

Structure of the Research Paper	Description
Research Question	<ul style="list-style-type: none"> ▪ Identify the research question ▪ Explain the rationale for the choice of the research question ▪ Explain the rationale of the approach/method of inquiry adopted to conduct the research
Literature Review	<ul style="list-style-type: none"> ▪ Show evidence of a range of relevant readings ▪ Assess critically existing state of knowledge ▪ Explain how the literature review contributes to the understanding of the research question
Analysis, Interpretation and Explanation	<ul style="list-style-type: none"> ▪ Use relevant evidence in the discussion with proper citation ▪ Demonstrate skills of historical analysis through the critical evaluation of sources used to answer the research question ▪ Show an understanding of change and continuity, cause and consequence in historical explanation ▪ Show cogency and coherence in argument ▪ Demonstrate originality in terms of interpretation and judgement
Conclusion	<ul style="list-style-type: none"> ▪ State conclusion by addressing the research question ▪ Highlight contributions and limitations of the research

LEVEL DESCRIPTORS

Level 1

1. Assesses critically a range of relevant readings and explains how these readings contribute to the definition and understanding of the research question.
2. Acquires and uses relevant evidence from sources critically throughout to support arguments that accommodate a range of possible interpretations.
3. Communicates very clearly arguments which are coherent and persuasive.
4. Reaches conclusions that are sound, relevant and well-substantiated, making an independent and at times original contribution to the research question.

Level 2

1. Uses a range of relevant readings to assess the existing state of knowledge about the research question, and to indicate how these readings help to explore the research question.
2. Acquires and uses relevant evidence from sources critically to support arguments that consider alternative interpretations.
3. Communicates clearly arguments which are mostly coherent and persuasive.
4. Reaches conclusions that are sound, relevant and well-substantiated. The research question is directly and satisfactorily addressed.

Level 3

1. Uses a range of relevant readings to summarise the existing state of knowledge about the research question.
2. Acquires and uses relevant evidence from sources to support arguments that show awareness of obvious gaps and inconsistencies in the evidence, but there is little consideration of alternative interpretations.
3. Attempts to communicate arguments clearly, some of which are coherent and persuasive.
4. Reaches conclusions that are generally sound but not well-substantiated. The research question is addressed to some extent.

Level 4

1. Shows awareness of a range of relevant readings about the research question.
2. Acquires and uses some information from relevant sources to support arguments that are based on sources but shows little awareness of alternative interpretations or of gaps and inconsistencies in the evidence.
3. Presents some arguments, mostly lacking in clarity, coherence and persuasiveness.
4. Reaches some conclusions relevant to the research question without substantiation. The research question is not addressed satisfactorily.

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REFERENCES FOR WRITING A RESEARCH PAPER

Bell, Judith, *Doing Your Research Project*, 2nd ed., Buckingham: Open University Press, 1999.

Benjamin, Jules R., *A Student's Guide to History*, New York: St Martins, 1987.

Black, J. & MacRaid, D. M. *Studying History*, Basingstoke: Macmillan, 2000.

Jacques Barzun and Henry F. Graff, *The Modern Researcher*, 6th ed., Belmont, CA: Wadsworth; Thomson Learning, 2004.

'On Writing Essays', by the Department of History, National University of Singapore.



**HISTORY
HIGHER 3
(Syllabus 9807)**

RESEARCH ESSAY PROPOSAL FORM

Candidate's Name:	Index Number:
Centre Name:	Centre Number:
Year of Examination:	
If this is the 2nd submission, please tick here	<input type="checkbox"/>
Research Topic:	
Rationale for Choice of Research Topic (e.g. potential contribution of study to existing knowledge / research):	
Proposed Title of Research Essay:	
Synopsis of Research Essay: [State clearly the objective(s) and scope of your research, and identify any potential problems or limitations.]	

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Literature Review (i.e. an overview of the current state of research and knowledge in this topic):

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Methodology (if applicable):
[State clearly which, if any, qualitative and/or quantitative methods will be used]

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Candidate's Signature:	Date:
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Teacher's Name:	Signature:	Date:
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School Stamp



RESEARCH ESSAY / PROJECT / INDEPENDENT STUDY

DECLARATION AND SUBMISSION FORM

Subject:	Subject Code:	
Candidate's Name:	Index Number:	
Centre Name:	Centre Number:	
Year of Examination:		
Title of Research Essay / Project / Independent Study:		
Plagiarism Warning: Plagiarism is using someone else's work (e.g. phrasing, findings, statistics, graphs, drawings etc) without acknowledging the source of that information. This includes what is commonly known as 'cutting and pasting' information from books, journals, or the internet. The passing off of another candidate, person, or group's work, past or present, with or without consent, as your own, also constitutes plagiarism. Plagiarism amounts to intellectual theft and is seen as an act of dishonesty. An investigation will be conducted when there is cause for suspicion of plagiarism. Where clear and convincing evidence exists, disciplinary action by the examining authority will be taken against any candidate found to have committed or aided the offence of plagiarism and this could include the withholding of the grade for the subject.		
Candidate's Declaration: I declare that the attached work was produced solely by me. I also declare that the subject area and content used in this Research Essay / Project / Independent Study is not used in any other H2/H3 Research Essay / Project / Independent Study that I am submitting in the same examination year, or have submitted previously.		
Word count for Research Essay / Project / Independent Study: _____ words		
Candidate's Signature:		Date:
Teacher's Declaration: <i>(Please circle accordingly.)</i> ▪ I have no reason / reason to believe that the candidate has plagiarised work in this Research Essay/ Project / Independent Study. (If there is evidence to suggest plagiarism may have occurred, please complete an Irregularity Report and submit to SEAB with the candidate's work.)		
Teacher's Name:	Signature:	Date:

**School
Stamp**



RESEARCH ESSAY / PROJECT / INDEPENDENT STUDY

RECORD OF ADDITIONAL GUIDANCE

Subject:	Subject Code:
Candidate's Name:	Index Number:
Centre Name:	Centre Number:
Year of Examination:	
Title of Research Essay / Project / Independent Study:	

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The additional guidance given to this candidate is recorded above.

Teacher's Name:	Signature:	Date:
Candidate's Signature:		Date:

School
Stamp