



Singapore Examinations and Assessment Board



Cambridge Assessment
International Education

**Singapore–Cambridge General Certificate of Education
Advanced Level Higher 2 (2025)**

History (Syllabus 9174)

CONTENTS

| | <i>Page</i> |
|--|-------------|
| INTRODUCTION | 3 |
| AIMS | 4 |
| ASSESSMENT OBJECTIVES | 4 |
| SCHEME OF ASSESSMENT | 5 |
| SYLLABUS CONTENT | 6 |
| APPENDICES | 18 |
| A: Generic Level Descriptors for Section A: Source-based Case Study | |
| B: Generic Level Descriptors for Section B: Essays | |
| C: Glossary of Historical Concepts | |
| D: Recommended Reading List | |

INTRODUCTION

The A-Level History curriculum reflects the value placed on the study of history and the development of 21st Century Competencies by:

- (a) developing the dispositions to be curious about the past and open to multiple perspectives
- (b) engaging the learners in historical inquiry to develop confident, self-directed, critical and reflective thinkers
- (c) equipping the learners with an understanding of historical concepts, methods and processes to make informed judgements of the past and to better understand the present
- (d) equipping the learners with historical knowledge and understanding to develop local, regional and global awareness and cross-cultural skills
- (e) enhancing the learners' appreciation of the past to develop their sense of identity and cultivate concerned citizens.

These objectives are aligned to the statement of philosophy of history education in Singapore. The philosophy, which underpins the design of history education from lower secondary to the pre-university level, encapsulates the fundamental purpose and value of learning history:

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.

The A-Level History curriculum shape encapsulates the key features of the H1, H2 and H3 syllabuses.

A-Level History Curriculum Shape



Historical understanding (core) is the key goal of learning history. It is achieved through the development of **historical thinking** and **historical knowledge** (innermost ring). Historical thinking comprises the disciplinary processes of constructing history, while historical knowledge refers to the substantive knowledge of history.

The development of historical thinking and knowledge is undertaken through the learning of **historical and content concepts**, as well as the acquisition of **historical inquiry and skills** (middle ring). Historical and content concepts provide the conceptual lens for thinking and knowing, while historical inquiry and skills are the disciplinary tools.

The development of these concepts and skills is contextualised in the study of **local, regional and global developments and their interconnections**, as well as the role of **historical agency** in these developments (outermost ring). The curriculum provides students with breadth and depth of content to facilitate their development of historical understanding.

AIMS

By the end of studying H2 History, students would be able to:

- develop interest in and curiosity about the past
- deepen historical understanding through:
 - acquiring a sound knowledge of local, regional and global developments and their interconnections, the role of historical agency and relevant content concepts
 - applying historical concepts in examining historical issues and events
 - examining different interpretations of historical issues and events
 - using historical inquiry and skills
 - appreciating the nature and variety of historical sources
- think independently and make informed judgements of historical issues and events
- communicate balanced and substantiated arguments and judgements on historical issues and events in a clear and well-structured manner
- develop empathy with people living in diverse places and at different times
- enhance their sense of identity and be concerned citizens.

ASSESSMENT OBJECTIVES

H2 History students are expected to:

AO1: Demonstrate Historical Knowledge and Understanding

- Select and deploy historical knowledge appropriately and communicate historical knowledge and understanding in a clear and effective manner.

AO2: Critically Analyse and Evaluate Historical Issues

- Construct historical explanations that demonstrate an understanding of historical concepts and issues within a historical period.
- Where appropriate, construct historical explanations that assess different interpretations of historical issues.
- Make judgements based on reasoned consideration of historical evidence and interpretations.

AO3: Interpret, Analyse and Evaluate Sources as Evidence

- Interpret, analyse, evaluate and use source materials in context as historical evidence.
- Make judgements and reach conclusions based on reasoned consideration of historical sources.

SCHEME OF ASSESSMENT

Candidates are required to sit for two papers, with a duration of 3 hours each. Each paper is assessed by a compulsory source-based case study and essay questions.

SPECIFICATION GRID

Paper 1: The Changing International Order (1945–2000) (3 hrs, 100 marks, 50% weighting)

| Section | Item and Description | AOs | Marks (Weighting) |
|--|--|-----------------|-------------------|
| A (Source-based case study) | <p>(Theme I: The Development of the Cold War, 1945–1991) Candidates will answer the <u>compulsory</u> source-based case study, comprising two sub-questions.</p> <p>(a): Compare 2 sources (10 marks; 5%) (b): Test assertion using all sources (30 marks; 15%)</p> | AO1 + AO3 | 40 marks (20%) |
| B (Essays) | <p>Candidates will answer:</p> <ul style="list-style-type: none"> 1 out of 2 essay questions set on Theme II (30 marks; 15%) 1 out of 2 essay questions set on Theme III (30 marks; 15%) | AO1 + AO2 | 60 marks (30%) |

Paper 2: Developments in Southeast Asia (Independence–2000) (3 hrs, 100 marks, 50% weighting)

| Section | Item & Description | AOs | Marks (Weighting) |
|--|--|-----------------|-------------------|
| A (Source-based case study) | <p>(Theme III: Regional Conflicts and Cooperation) Candidates will answer the <u>compulsory</u> source-based case study, comprising two sub-questions.</p> <p>(a): Compare 2 sources (10 marks; 5%) (b): Test assertion using all sources (30 marks; 15%)</p> | AO1 + AO3 | 40 marks (20%) |
| B (Essays) | <p>Candidates will answer:</p> <ul style="list-style-type: none"> 1 out of 2 essay questions set on Theme I (30 marks; 15%) 1 out of 2 essay questions set on Theme II (30 marks; 15%) | AO1 + AO2 | 60 marks (30%) |

Note: AO1 forms part of testing of AO2 and AO3.

DESCRIPTION OF COMPONENTS

SOURCE-BASED CASE STUDY

The theme for the source-based case study is prescribed. Candidates are expected to have a sound knowledge of the prescribed theme and an understanding of the ways in which sources may be evaluated. A maximum of six sources will be set for the source-based case study. Differing accounts of the same situations or issues may be set. These accounts may show different views as time progresses or in communicating with different recipients and audiences. A variety of sources may be used, for example, texts, statistics, political cartoons and maps. The sources set will total no more than 900 words (or their equivalent where non-textual sources are used). The first sub-question requires candidates to compare two sources. The second sub-question presents candidates with an assertion which they need to test against a given set of sources and their background knowledge of issues. The questions will be assessed using holistic level descriptors (Appendix A).

ESSAY QUESTIONS

Candidates' answers should be focused and show depth of historical understanding. In addition, the answers should demonstrate a high level of conceptual ability and an evaluation of the assumptions implied in the question. Candidates are required to answer in continuous prose and the clarity of the language used by the candidate in presenting the argument will be taken into account. For *Paper 2: Developments in Southeast Asia (Independence–2000)*, candidates must engage in comparative studies of countries in the Southeast Asian region. For each essay question, candidates are expected to compare a minimum of three countries as case studies. Essay questions will not be set on the prescribed themes selected for the source-based case study in both Papers 1 and 2. The essays will be assessed using holistic level descriptors (Appendix B).

SYLLABUS CONTENT

Understanding the Past and its Connections to the Present

The H2 History syllabus focuses on the key forces and developments that shaped the second half of the 20th Century, providing students with the necessary historical context to understand key contemporary geopolitical and economic shifts. The syllabus comprises two papers that equip students with breadth and depth of knowledge in global, regional and local developments and their interconnections, as well as the agency of diverse historical actors.

Historical Concepts

Eight historical concepts have been identified, based on their centrality to the discipline of history and age-appropriateness for students. The concepts form the framework for historical thinking, supporting the development of conceptual understanding in H2 History. *A glossary of the eight historical concepts is provided in Appendix C.*

Paper 1: The Changing International Order (1945–2000)

In this paper, students will explore the interactions between historical actors and the Cold War environment, which influenced the development of the international security and economic order in the latter half of the 20th Century. The Cold War fundamentally transformed the global economy and international security. Superpower rivalry on a global scale exerted significant influence on new and existing nation-states to produce deep and far-reaching political and economic changes in them. The varied political and economic responses of local and regional actors to superpower rivalry in turn shaped the development of the international order. Even after the end of the Cold War, aspects of this international order continued to loom large as the world adapted to the post-Cold War era. Studying this paper will allow students to appreciate the changes and continuities in the period under study, the legacies of the Cold War and the developments in the global order today.

- **Theme I:** The Development of the Cold War (1945–1991) (source-based case study)
- **Theme II:** The Development of the Global Economy (1945–2000)
- **Theme III:** Conflict and Cooperation (1945–2000)

Paper 2: Developments in Southeast Asia (Independence¹–2000)

In this paper, students will examine the key developments that took place within Southeast Asian countries and in the region after independence. Using a thematic-comparative approach, students will learn about the varied experiences of Southeast Asian countries in forming nation-states, pursuing economic goals and forging relations with other Southeast Asian countries. These individual trajectories were shaped by factors internal and external to each country, as well as its past. As Southeast Asian countries charted their own paths, they responded to domestic opportunities and challenges, and to Cold War developments and changes in the global economy. Collectively, these countries formed new relationships with external powers and developed a new identity as the Association of Southeast Asian Nations (ASEAN). Studying this paper will allow students to better understand the patterns of developments in Southeast Asia, and the interactions among different historical actors within each country and in the region. These historical perspectives will equip students to better understand Southeast Asia today.

- **Theme I:** Forming Nation-States
- **Theme II:** Economic Change After Independence
- **Theme III:** Regional Conflicts and Cooperation (source-based case study)

It is recommended that the case studies be carefully selected to provide a meaningful study of the similarities and differences in the developments and experiences of this region. Candidates are expected to select at least three countries as case studies to support their answers. The following countries could be selected as possible case studies: *Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar (Burma), Singapore, Thailand, the Philippines and Vietnam.*

¹ As Thailand was not formally colonised, the period of study for Thailand begins in 1946, when its first post-war government was established.

Paper 1: The Changing International Order (1945–2000)

| THE DEVELOPMENT OF THE COLD WAR (1945–1991) | | |
|---|--|---|
| Theme I | | |
| How did the Cold War develop? How did the Cold War impact global developments after 1945? | | |
| OVERVIEW | MAKING CONNECTIONS | |
| <p>In this theme, students will study the Cold War which resulted from the USA and USSR emerging as ideologically-opposed superpowers after the Second World War. These tensions, which largely began in Europe, extended to other parts of the world, where it interacted with forces such as nationalism and decolonisation to bring profound changes to domestic politics in these countries, which in turn shaped the development of the Cold War. Furthermore, students will examine how the Cold War order initially defined by bipolarity, developed to feature more complex dynamics with China's rise as a Cold War actor in Asia.</p> | <p>Today's multipolar world is shaped by the legacy of the Cold War. Despite these key shifts in the international order, the Cold War continues to feature as the backdrop for the current state of international affairs. Many present-day challenges to international stability, such as terrorism, civil strife and ongoing wars, were shaped by the Cold War. Cold War worldviews also continue to shape the decision-making of world leaders, particularly those who experienced it. Understanding the Cold War provides students with insights into the key relationships that shape today's evolving world order.</p> | |
| CONCEPTS <i>(Students understand:)</i> | CONTENT <i>(Students study:)</i> | LEARNING OUTCOMES <i>(Students are able to:)</i> |
| <p><u>Historical Concepts</u></p> <ul style="list-style-type: none"> • accounts • chronology • evidence • historical empathy • cause and effect • change and continuity • diversity • significance <p><u>Content Concepts</u></p> <ul style="list-style-type: none"> • ideology • security • Cold War • alliance • balance of power | <p>Emergence of the Cold War after the Second World War</p> <ul style="list-style-type: none"> • Causes for the emergence of tensions between the USA and USSR • Manifestations of emerging tensions: Yalta and Potsdam conferences, Sovietisation of Eastern Europe, Churchill's Iron Curtain speech, Kennan's Long Telegram, Truman Doctrine and Marshall Plan, Berlin Blockade, NATO and Warsaw Pact • Historical interpretations of the origins of the Cold War: traditional, revisionist, post-revisionist, post-Cold War <p>Manifestations of the Global Cold War</p> <ul style="list-style-type: none"> • Korean War (1950–1953) <ul style="list-style-type: none"> – China's emergence as a communist power and emerging Cold War tensions in Asia – outbreak and development of conflict: role of the superpowers, China, North Korea and South Korea – impact on the Cold War <p style="text-align: right;"><i>(continued)</i></p> | <ul style="list-style-type: none"> • evaluate the causes of the Cold War • evaluate the manifestation of the Cold War conflict across different contexts over time, and its impact on the Cold War • evaluate the causes of the end of the Cold War. |

| Theme I | THE DEVELOPMENT OF THE COLD WAR (1945–1991) How did the Cold War develop? How did the Cold War impact global developments after 1945? | |
|------------------------------------|---|--|
| CONCEPTS (Students understand:) | CONTENT (Students study:) | LEARNING OUTCOMES (Students are able to:) |
| | <p>Manifestations of the Global Cold War (<i>continued</i>)</p> <ul style="list-style-type: none"> • Vietnam War (1959–1975) <ul style="list-style-type: none"> – impact of the First Indochina War on the USA’s relations with North and South Vietnam, and developments in the Cold War – outbreak and development of conflict: role of the superpowers, China, North Vietnam and South Vietnam – impact on the Cold War • Cuban Missile Crisis (1962) <ul style="list-style-type: none"> – impact of the Cuban Revolution on Cuba’s relations with the USA and USSR, and developments in the Cold War – outbreak and development of conflict: role of the superpowers and Cuba – impact on the Cold War <p><i>* Questions set will not require candidates to compare the Korean War, the Vietnam War and the Cuban Missile Crisis.</i></p> <p>End of the Cold War</p> <ul style="list-style-type: none"> • The USA’s policy of renewed confrontation and containment: USA’s role in arms control negotiations, Strategic Defense Initiative programme, Reagan Doctrine • Decline of the USSR and shifts in Soviet foreign policy: economic problems, Gorbachev’s ‘New Thinking’, Sinatra Doctrine • Eastern European movements and revolutions in the 1980s: Poland and East Germany • Historical interpretations of the end of the Cold War: Western triumphalist, Soviet initiative and ‘People Power’ debates | |

Note: The source-based case study will be set on Theme I and may be centred on any issue arising from the theme. Separate essay questions will NOT be set on this theme.

| THE DEVELOPMENT OF THE GLOBAL ECONOMY (1945–2000) | | |
|--|--|--|
| How did the global economy develop? How did the development of the global economy impact different countries? | | |
| Theme II | OVERVIEW | MAKING CONNECTIONS |
| | In this theme, students will study the development of the global economy in the post-war period. The global economy experienced unprecedented growth as a result of the unique mix of factors and conditions emerging from a post-war environment. Economic challenges, such as forces of protectionism, accompanied the growth of the global economy and had an increasingly global impact, with diverse outcomes for different countries. Situated within this changing global economy, the East Asian economies of post-war Japan and post-1978 China showcased how countries leveraged global economic changes to chart their own paths to economic development. | Studying the global economy's growth and challenges provides students with the necessary context to understand the key players and global challenges of today's world: trade wars, financial crises and global disparities. Regardless of the shifting economic power between countries and regions, countries recognise the mutually beneficial arrangement of being a part of an interconnected economy. Understanding the history of the global economy's development and the transformative experiences of national economies enables students to appreciate the diverse approaches to achieving economic goals and the recurring nature of economic change. |
| CONCEPTS <i>(Students understand:)</i> | CONTENT <i>(Students study:)</i> | LEARNING OUTCOMES <i>(Students are able to:)</i> |
| <p><u>Historical Concepts</u></p> <ul style="list-style-type: none"> • accounts • chronology • evidence • historical empathy • cause and effect • change and continuity • diversity • significance <p><u>Content Concepts</u></p> <ul style="list-style-type: none"> • economic growth • economic liberalisation • economic crisis • economic interdependence • state-led development | <p>Growth and Challenges in the Global Economy</p> <ul style="list-style-type: none"> • Factors for the growth of the global economy (1945–2000) <ul style="list-style-type: none"> – post-war economic reconstruction – role of the USA, Western Europe and Japan – role of multinational corporations – role of international organisations and arrangements • Challenges in the global economy <ul style="list-style-type: none"> – 1973 and 1979 oil crises – protectionism – debt crises of the 1980s <p>Transformation of East Asian Economies (Japan and China)*</p> <ul style="list-style-type: none"> • Japan (1947–1991) <ul style="list-style-type: none"> – factors for economic transformation: government intervention, keiretsu system, socio-economic changes, international developments • China (1978–2000) <ul style="list-style-type: none"> – factors for economic transformation: problems of the Maoist economy, state intervention, market-oriented reforms, open door policy, international developments <p><i>* Questions set will not require candidates to compare the economic transformations of Japan and China.</i></p> | <ul style="list-style-type: none"> • evaluate the factors that contributed to the growth of the global economy over time • evaluate the challenges that affected the global economy over time • evaluate the factors that contributed to the economic transformation of Japan and China over time. |

| CONFLICT AND COOPERATION (1945–2000) | | |
|--|--|--|
| Theme III | Why did conflicts occur and how did they affect the international order? How effective were the attempts to manage these conflicts? | |
| OVERVIEW | MAKING CONNECTIONS | |
| <p>In this theme, students will examine the key conflicts that shaped the international order in the post-Second World War period. Although the post-Second World War period did not witness another world war, it saw occurrences of inter-state and intra-state conflicts that had a regional and global impact. By exploring these different types of conflicts around the world, students will examine how actors with diverse interests interacted with historical conditions to embark on and shape the development of these conflicts. To mitigate the effects of these conflicts on international peace and security, various actors, ranging from the major powers to the United Nations, intervened to manage the conflicts. Students will evaluate the effectiveness of the approaches taken by these actors to manage these conflicts.</p> | <p>Today, conflicts continue to exist across the world, with some ongoing for decades while new ones spring up. Studying the multifaceted nature of inter-state and intra-state conflicts that occurred between the period 1945 and 2000 helps students to develop insights into the interactions that lead to different types of conflict and the processes that seek to build sustainable peace and stability in a rules-based international order. These insights enable students to understand the dynamics of present-day conflicts in an increasingly complex international environment.</p> | |
| CONCEPTS <i>(Students understand:)</i> | CONTENT <i>(Students study:)</i> | LEARNING OUTCOMES <i>(Students are able to:)</i> |
| <p>Historical Concepts</p> <ul style="list-style-type: none"> • accounts • chronology • evidence • historical empathy • cause and effect • change and continuity • diversity • significance <p>Content Concepts</p> <ul style="list-style-type: none"> • conflict • cooperation • peace • security • conflict management | <p>Causes, Development and Management of Inter-state Conflicts [Indo–Pakistani Conflict (1947–1972) and Arab–Israeli Conflict (1948–1979)]</p> <ul style="list-style-type: none"> • Causes: decolonisation, security, territorial sovereignty, nationalism, religion, economic interests • Role of different actors in the development of conflicts <ul style="list-style-type: none"> – combatant states – the Superpowers – the United Nations • Effectiveness of conflict management <ul style="list-style-type: none"> – diplomacy – peacekeeping | <ul style="list-style-type: none"> • evaluate the causes of conflicts • evaluate the roles of different actors in the development of conflicts over time • evaluate the effectiveness of conflict management. |

| Theme III | CONFLICT AND COOPERATION (1945–2000) Why did conflicts occur and how did they affect the international order? How effective were the attempts to manage these conflicts? | |
|--|---|--|
| CONCEPTS <i>(Students understand:)</i> | CONTENT <i>(Students study:)</i> | LEARNING OUTCOMES <i>(Students are able to:)</i> |
| | <p>Causes, Development and Management of Intra-state Conflicts [Congo Crisis (1960–1965) and Bosnian War (1992–1995)]</p> <ul style="list-style-type: none"> • Causes: domestic politics, economic interests, ethnic and religious nationalisms • Role of different actors in the development of conflicts <ul style="list-style-type: none"> – domestic actors (state and non-state) – the major powers and other external state actors – the United Nations and regional organisations • Effectiveness of conflict management <ul style="list-style-type: none"> – peace processes <p><i>* Questions set will not require candidates to compare the case studies.</i></p> | |

Paper 2: Developments in Southeast Asia (Independence–2000)

| FORMING NATION-STATES | | |
|--|---|--|
| Theme I | How did Southeast Asian countries form states and build nations after independence? Why were the outcomes of these efforts different across Southeast Asian countries? | |
| OVERVIEW | MAKING CONNECTIONS | |
| <p>In this theme, students will study how Southeast Asian countries formed nation-states after the Second World War. For most countries, this was an immediate and pressing task following decolonisation. The process of forming nation-states was characterised by different groups competing to shape political developments, including political parties, the military and traditional institutions. These groups came to political dominance at different points, which was reflected in the formation of different forms of government underpinned by different political ideologies. Efforts to form states were closely associated with the task of building nations to unite the different ethnic groups that lived within the territorial boundaries of the state – a legacy of colonial rule. National unity was an important objective for Southeast Asian governments to create social cohesion and a common identity for all who lived within the state. The experiences and outcomes of governments' efforts in forming nation-states were shaped by interactions between local factors, and by international developments, in particular the Cold War.</p> | <p>Understanding Southeast Asia's experience in forming nation-states helps students appreciate the political achievements of Southeast Asian countries and the region's political diversity. At the same time, nation-building is a continuous endeavour. The legitimacy of political structures and the pursuit of national unity continue to be challenged by long-standing issues such as tensions between state power and political representation, government performance and ethnic divisions. Globalisation has also added new pressures on the nation-state. Studying the experiences of Southeast Asian countries in forming nation-states allows students to better understand the challenges of nation-building today and governments' responses towards these challenges. Students are also able to gain insights into how Southeast Asia's political landscape continues to be shaped by an interplay between domestic and external forces.</p> | |
| CONCEPTS <i>(Students understand:)</i> | CONTENT <i>(Students study:)</i> | LEARNING OUTCOMES <i>(Students are able to:)</i> |
| <p><u>Historical Concepts</u></p> <ul style="list-style-type: none"> • accounts • chronology • evidence • historical empathy • cause and effect • change and continuity • diversity • significance | <p>Establishing Political Structures and Legitimacy</p> <ul style="list-style-type: none"> • Democratic and authoritarian features of different forms of government established over time • Factors for the establishment of different forms of government: decolonisation experience, role of local political elites and masses, Cold War developments • Consolidation of power <ul style="list-style-type: none"> – role of government leaders – sources of power and legitimacy: constitutional processes and elections, the military, traditional institutions (religion and monarchy), government performance – political challenges and popular opposition – Cold War developments | <ul style="list-style-type: none"> • evaluate the factors that shaped the establishment of different forms of government across Southeast Asia over time • evaluate the outcomes of Southeast Asian governments in consolidating power in different contexts and over time • evaluate the outcomes of Southeast Asian governments' efforts to build national unity in different contexts and over time. |

| Theme I | FORMING NATION-STATES How did Southeast Asian countries form states and build nations after independence? Why were the outcomes of these efforts different across Southeast Asian countries? | |
|--|--|--|
| CONCEPTS (Students understand:) | CONTENT (Students study:) | LEARNING OUTCOMES (Students are able to:) |
| <u>Content Concepts</u> <ul style="list-style-type: none"> • state • nation • government • power • national unity | Pursuit of National Unity <ul style="list-style-type: none"> • Need for national unity and the challenges of ethnic separatism • Different ways to build national unity <ul style="list-style-type: none"> – approaches: dominant culture, multiculturalism – tools: education, language, religion and ideology • Outcomes of efforts to build national unity | |

| ECONOMIC CHANGE AFTER INDEPENDENCE | | |
|--|--|---|
| Theme II | How did Southeast Asian economies change after independence? Why were the outcomes of economic change different across Southeast Asian countries? | |
| OVERVIEW | MAKING CONNECTIONS | |
| <p>In this theme, students will examine the economic change in Southeast Asia and its diverse outcomes for the economy and people. While leveraging the economic base created before the Second World War, independent Southeast Asian countries sought to restructure their economies and key economic sectors to better serve their own interests. Although some features of the economic landscape persisted, Southeast Asian economies experienced significant economic change. This economic change was shaped by Southeast Asian governments' ability to harness opportunities and mitigate the challenges brought about by domestic and international developments in their common pursuit of economic growth, equity and nationalism. Yet, this economic change was also shaped by the different historical, domestic and external conditions of the individual countries, which produced varying results across the region.</p> | <p>In the post-Second World War period, many Southeast Asian economies achieved spectacular growth and stood resilient in downturns. These successes have been attributed to the region's dynamic mix of government intervention with free market economics, and its adaptability to international developments. Understanding the economic experiences of Southeast Asian countries helps students better appreciate the adaptability of Southeast Asian economies in responding to domestic developments and changes in the global economy. By studying the outcomes of the economic change, students better appreciate the economic journeys of Southeast Asian countries and their ongoing challenges in charting their future economic paths.</p> | |
| CONCEPTS <i>(Students understand:)</i> | CONTENT <i>(Students study:)</i> | LEARNING OUTCOMES <i>(Students are able to:)</i> |
| <p><u>Historical Concepts</u></p> <ul style="list-style-type: none"> • accounts • chronology • evidence • historical empathy • cause and effect • change and continuity • diversity • significance <p><u>Content Concepts</u></p> <ul style="list-style-type: none"> • economic change • economic development • economic growth • state-led development • economic interdependence | <p>Economic Change in Southeast Asia</p> <ul style="list-style-type: none"> • Pursuit of economic growth, equity and nationalism • Changes and continuities within and across key sectors since independence <ul style="list-style-type: none"> – agricultural sector: agricultural modernisation – industrial sector: expansion of industrial sector, shift from import-substitution industrialisation to export-oriented industrialisation – financial services sector: expansion of financial services sector, financial liberalisation and regulation – importance of key sectors to the economy, extent of economic diversification • Factors shaping economic change <ul style="list-style-type: none"> – domestic economic conditions – role of government: economic aims, strategies and extent of government intervention – role of private businesses – external conditions: Cold War developments, external economic developments <p>Outcomes of Economic Change</p> <ul style="list-style-type: none"> • Economic growth: national income and output, sustainability of economic growth • Economic equity: poverty levels, income distribution • Economic nationalism: self-sufficiency, domestic control of the economy | <ul style="list-style-type: none"> • evaluate the extent of economic change in different contexts and over time • evaluate the factors shaping economic change in different contexts and over time • evaluate the outcomes of economic change across different contexts and over time. |

| REGIONAL CONFLICTS AND COOPERATION | | |
|--|--|--|
| Theme III | Why did inter-state tensions occur in Southeast Asia? How did regional conflicts and cooperation shape inter-state relations in Southeast Asia? | |
| OVERVIEW | MAKING CONNECTIONS | |
| <p>In this theme, students will examine the inter-state tensions and cooperation that shaped relations between Southeast Asian countries. Southeast Asian countries devised ways of engaging with fellow sovereign countries in the region in pursuit of their national interests, which were influenced by domestic and external developments, and their past and present circumstances. Students will examine how the pursuit of these national interests contributed to tensions in some cases and provided the impetus for cooperation at other times. Formed amid the Cold War, ASEAN increasingly served as a vehicle for Southeast Asian countries to forge regional resilience and adapt to the new post-Cold War environment. Through ASEAN, students will study the impact of multilateral cooperation on inter-state relations, and the evolution of regionalism in Southeast Asia across the Cold War and post-Cold War periods.</p> | <p>Inter-state tensions and cooperation continue to co-exist in Southeast Asia today. Many of the inter-state tensions featured in this theme recurred after 2000 and continue to shape relations between Southeast Asian countries. At the same time, regional cooperation has contributed to regional stability, promoted further regional integration and provided a viable framework for the region to engage with external powers. ASEAN has been an important vehicle in driving regional cooperation. Despite its limitations, its achievements reflect its strengths as a regional organisation governed by norms of engagement that reflect the unique circumstances of Southeast Asia in the past and present. Knowledge of the historical development of regional tensions and cooperation contextualises students' understanding of how inter-state relations are conducted in present-day Southeast Asia.</p> | |
| CONCEPTS <i>(Students understand:)</i> | CONTENT <i>(Students study:)</i> | LEARNING OUTCOMES <i>(Students are able to:)</i> |
| <p>Historical Concepts</p> <ul style="list-style-type: none"> • accounts • chronology • evidence • historical empathy • cause and effect • change and continuity • diversity • significance <p>Content Concepts</p> <ul style="list-style-type: none"> • conflict • cooperation • security • confidence-building • regionalism | <p>Inter-state Tensions and Cooperation</p> <ul style="list-style-type: none"> • Causes of inter-state tensions • Consequences of inter-state tensions: impact on regional cooperation and security • Case studies: <ul style="list-style-type: none"> – dispute over Preah Vihear – dispute over Sabah – Konfrontasi – Singapore-Malaysia water dispute – outbreak of the Third Indochina War | <ul style="list-style-type: none"> • evaluate the causes and consequences of inter-state tensions on inter-state relations and the region • evaluate the factors for the formation and development of ASEAN • evaluate the outcomes of ASEAN's efforts in building regional stability and security and promoting regional economic cooperation over time. |

| Theme III | REGIONAL CONFLICTS AND COOPERATION Why did inter-state tensions occur in Southeast Asia? How did regional conflicts and cooperation shape inter-state relations in Southeast Asia? | |
|------------------------------------|--|--|
| CONCEPTS (Students understand:) | CONTENT (Students study:) | LEARNING OUTCOMES (Students are able to:) |
| | <p>ASEAN</p> <ul style="list-style-type: none"> • Factors shaping the formation of ASEAN: regional interests, interests of individual member-states, Cold War developments • Growth and development of ASEAN: building regional stability and security, promoting regional economic cooperation <ul style="list-style-type: none"> – intra-ASEAN relations – relations between ASEAN and external powers | |

Note: The source-based case study will be set on Theme III and may be centred on any issue arising from the theme. The source-based case study may require candidates to use their knowledge of inter-state relations as contextual knowledge to interpret and analyse sources. Separate essay questions will NOT be set on this theme.

APPENDICES

APPENDIX A: GENERIC LEVEL DESCRIPTORS FOR SECTION A: SOURCE-BASED CASE STUDY

Introduction

These level descriptors address AO3 and also exemplify how AO1 may be demonstrated. They should be used in conjunction with the indicative content mark scheme for each question. The level in which an answer is placed depends upon a range of criteria. As a result, not all answers fall obviously into one particular level. In such cases, a response must be placed in the most appropriate level using a 'best-fit' approach.

In marking an answer, examiners should first place it in a level and then ascertain a precise mark by examining how closely the demands of the level have been demonstrated.

Part a: 10 marks

| Level | Marks | Descriptor |
|-------|-------|---|
| L4 | 9–10 | The answer will make full comprehensive use of both sources. There will be clear explanation on the similarities and differences between the sources and this will be supported with source details. The answer will demonstrate a strong sense of critical evaluation of the sources throughout and provide critical insight into the reasons for their similarities and differences. |
| L3 | 7–8 | The answer will make good use of both sources. There will be clear explanation on the similarities and differences between the sources and this will be supported with source details. The answer will demonstrate a sense of critical evaluation of the sources and provide some insight into the reasons for the similarities or differences. Alternatively, the insight into the reasons for similarities and differences may be uneven. Towards the lower end of the level, the answer, which explains either similarities or differences between the sources but demonstrates critical insight into the reasons for the similarities or differences, may also be found in this level. |
| L2 | 4–6 | The answer will use both sources. There will be clear explanation on the similarities and differences between the sources and this will be supported with source details. Answers which explain either similarities or differences between the sources but begin to provide insight into the reasons for the similarities or differences may be found in this level. Towards the lower end of the level, the answer may explain either similarities or differences between the sources. Alternatively, there may be a tendency to treat the sources separately with most or all of the comparison implicit. |
| L1 | 1–3 | The answer will describe the content of each source and is likely to be characterised by paraphrasing or quotation. Very simple comparisons may be made and these are not developed (e.g. that one source is a letter and the other is a speech). Answers that are simply based on contextual knowledge, with no source use, should be credited at this level. Towards the upper end of the level, there may be some attempt to explain the similarities and/or differences between the sources, but any explanation will be confused or partial. |
| L0 | 0 | No evidence submitted or answer does not address the question. |

Part b: 30 marks

| Level | Marks | Descriptor |
|-------|-------|--|
| L6 | 26–30 | <p>The answer will treat sources as a set and make excellent use of the sources. It will demonstrate a very good understanding of the question. The answer will demonstrate a critical evaluation of the sources in context to support and challenge the hypothesis (that is, balanced).</p> <p>It may question how far a conclusion can be reached using the evidence in the sources. It will either explain fully why evidence to challenge or to support the hypothesis is better / preferred or justify an amended/alternative historical interpretation where appropriate. For L6, the L5 answer must also be secure.</p> <p>Towards the upper end of the level, the answer will present a sustained analytical argument and reach a supported conclusion. Towards the lower end of the level, the answer will demonstrate many of these features but may be less convincing in its approach.</p> |
| L5 | 21–25 | <p>The answer will treat sources as a set and make very good use of the sources. It will demonstrate a good understanding of the question. Sources may be cross-referenced to support and/or challenge the hypothesis. The answer will demonstrate a critical evaluation of the sources in context, to support and challenge the hypothesis (that is, balanced).</p> <p>Towards the upper end of the level, the answer may begin to formulate a judgement in relation to the question although this is likely to be partial and incomplete.</p> |
| L4 | 16–20 | <p>The answer will treat sources as a set and make good use of the sources. It will demonstrate a clear understanding of the question. Sources may be cross-referenced to support and/or challenge the hypothesis. There will be an attempt to evaluate the sources in context but there will be gaps, unevenness and a lack of balance.</p> <p>Towards the upper end of the level, the answer will be more even in evaluating sources in context, to support and challenge the hypothesis. Towards the lower end of the level, the answer will contain some evaluation of the source material but is likely to be uneven or lacking in balance.</p> |
| L3 | 11–15 | <p>The answer will begin to treat sources as a set. It will demonstrate some understanding of the question. Some sources may be cross-referenced to support and/or challenge the hypothesis. There will be an attempt to evaluate sources, but the sources will not be placed in context.</p> <p>Towards the upper end of the level, the answer will make a case to support and challenge the statement in question, developing its points through accurate references to the source content and/or provenance. Such an answer is likely to use all of the sources and may make cross-references to support its ideas. Towards the lower end of the level, some sources may be neglected or used in a way which is not valid. The support/challenge element of the responses may also be uneven.</p> |
| L2 | 5–10 | <p>The answer will use relevant information from sources at face value to support and/or challenge the hypothesis. Sources may be used in isolation. The answer may demonstrate some awareness of provenance of the sources but evaluation of the sources is unlikely.</p> <p>Towards the upper end of the level, the answer will be balanced, using most of the sources. There may be some attempt at evaluation that is unsuccessful. Towards the lower end of the level, the answer may be one-sided or use a limited range of sources.</p> |

| Level | Marks | Descriptor |
|-------|-------|--|
| L1 | 1–4 | <p>The answer will make limited use of the sources. The sources may be paraphrased or described. Answers which are simply based on contextual knowledge with no source use should be credited at this level.</p> <p>Towards the upper end of the level, some relevant information from the sources may be extracted at face value to support and/or challenge the hypothesis, but the answer may be undeveloped.</p> |
| L0 | 0 | No evidence submitted or answer does not address the question. |

APPENDIX B: GENERIC LEVEL DESCRIPTORS FOR SECTION B: ESSAYS**Introduction**

These level descriptors address AO2 and also exemplify how AO1 may be demonstrated. They should be used in conjunction with the indicative content mark scheme for each question. The level in which an answer is placed depends upon a range of criteria. As a result not all answers fall obviously into one particular level. In such cases, a response must be placed in the most appropriate level using a 'best-fit' approach.

In marking an answer, examiners should first place it in a level and then ascertain a precise mark by examining how closely the demands of the level have been demonstrated. Credit will be given to those who can offer case studies to support their arguments.

| Level | Marks | Quality of the Answers |
|-------|-------|---|
| L7 | 26–30 | The overall quality will show that the candidate is in control of the argument. The approach will be consistently analytical or explanatory rather than descriptive or narrative, demonstrating clear and accurate understanding of historical concepts relevant to analysis and to the topic. The essay will be fully relevant. It will be supported by carefully selected factual material and ideas closely focused on the topic and argument made. Where appropriate, the essay will effectively assess the strengths and limitations of competing historical interpretations. The argument will be structured coherently. The writing will be accurate. |
| L6 | 22–25 | The essay will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative, demonstrating secure understanding of historical concepts relevant to analysis and to the topic. Where appropriate, the essay will discuss competing historical interpretations and offers good knowledge of or evidence for these interpretations. The essay will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The writing will be mostly accurate. |
| L5 | 19–21 | The essay will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation but there may be some heavily descriptive or narrative passages. The essay will show evidence of understanding of relevant historical concepts, and some use of historical concepts will be made in analysis. Where appropriate, the essay mentions the existence of other historical interpretations and offers some relevant knowledge of, or evidence for, these interpretations. The essay will be largely relevant. Most of the argument will be structured satisfactorily but some parts may lack full coherence. The essay will achieve a genuine argument but may lack balance and depth in factual knowledge. The writing will be generally accurate. |
| L4 | 16–18 | The essay will indicate attempts to argue relevantly, although often implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusions. The essay will show evidence of knowledge of historical concepts and attempts may be made to use historical concepts to aid analysis. Where appropriate, the essay may mention the existence of other historical interpretations but the nature of these interpretations may not be fully understood. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organised more effectively. The writing will usually be accurate. |

| Level | Marks | Quality of the Answers |
|-------|-------|---|
| L3 | 13–15 | The essay will offer some appropriate factual material but there will be little attempt generally to link factual material to the requirements of the question. The approach will lack analysis. The essay will include some references to historical concepts but these may not be used to develop the analysis. Where appropriate, the essay may mention the existence of other historical interpretations, though this may be implicit. The quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the essay will be unbalanced. The writing may show some accuracy but there will also be frequent errors. |
| L2 | 9–12 | The essay will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries that lack sufficient factual support. The essay may include references to historical concepts but these may not be fully understood. Where appropriate, the essay may mention the existence of other historical interpretations but this may not be explained. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question. |
| L1 | 1–8 | The essay will be characterised by significant irrelevance or argument that does not begin to make significant points. The essay may mention historical concepts but these will not be understood. The answers may be largely fragmentary and incoherent. |
| L0 | 0 | No evidence submitted or response does not address the question. |

Note: Marking of Paper 2 Developments in Southeast Asia (Independence–2000)

The rubric for the paper requires candidates to support each answer with examples drawn from at least three countries. An answer which makes reference to only two countries must not be rewarded a mark higher than Level 5, and an answer which makes reference to only one country cannot be placed higher than Level 3. A failure to support points being made carries its own penalty, in addition to the restrictions mentioned above.

APPENDIX C: GLOSSARY OF HISTORICAL CONCEPTS**Accounts**

Students understand that there can be no single or complete account of the past and are able to ask good questions about the account to uncover the author's focus, point of view and context.

Chronology

Students recognise the importance of developing a sense of period and are able to construct a chronological framework of historical periods to situate new knowledge within its proper historical context.

Historical Empathy

Students appreciate the value of taking on the perspectives of historical actors and recognise the need to become familiar with the latter's ideas, values, beliefs and attitudes to make sense of the past events they study.

Evidence

Students are able to engage in sourcing, contextualisation and corroboration to determine the value of sources as evidence, so as to verify, support or substantiate the claims made about the past.

Cause and Effect

Students recognise that there are multiple short-term and long-term causes and consequences, and their interrelationships are complex. There is a need to establish a hierarchy of causes because the influence of causes leading to a particular historical event vary. Historical events result from the interplay of actions of historical actors and the conditions of the time. Likewise, students understand that events can lead to multiple consequences, which may be intended or unintended.

Change and Continuity

Students understand that change and continuity can exist together, and that change is a process. The varying pace of change and patterns in historical developments need to be analysed, and turning points, if any, need to be identified. They also understand that periodisation organises their thinking about change and continuity and use criteria to decide the events and developments that constitute a period of history.

Diversity

Students appreciate the richness and complexity of the past by studying the differences and similarities in the experiences of different groups of people. They recognise that people's experiences vary according to many factors.

Historical Significance

Historians assess significance when they determine whether a person or an event, idea or issue had deep consequences and affected people over an extended period of time, even till today. The notion of significance in history goes beyond straightforward considerations of importance or impact. Students understand that significance is not a permanent trait of the event, person, idea or issue, but that it is ascribed by historians based on a set of criteria and can be contested.

APPENDIX D: RECOMMENDED READING LIST

The reading list is indicative and not exhaustive.

Paper 1: Shaping the International Order (1945–2000)**Theme I: The Development of the Cold War (1945–1991)**General Texts on the Cold War

| | | |
|---------------------------------------|--|----------------------------------|
| A Kemp-Welch | Poland under Communism: A Cold War History | Cambridge University Press, 2008 |
| Archie Brown | The Human Factor: Gorbachev, Reagan, and Thatcher, and the End of the Cold War | Oxford University Press, 2020 |
| Archie Brown | The Rise and Fall of Communism | Vintage, 2010 |
| Charles S Maier | Dissolution: The Crisis of Communism and the End of East Germany | Princeton University Press, 1999 |
| John Lewis Gaddis | The Cold War: A New History | Penguin Books, 2006 |
| Jussi M Hanhimaki and Odd Arne Westad | The Cold War: A History in Documents and Eyewitness Accounts | Oxford University Press, 2004 |
| Martin McCauley | Origins of the Cold War 1941-1949 | Routledge, 2015 |
| Melvyn P Leffler and David S Painter | The Origins of the Cold War: An International History | Routledge, 2005 |
| Melvyn P Leffler | For the Soul of Mankind: The United States, the Soviet Union and the Cold War | Farrar, Straus & Giroux, 2008 |
| Melvyn P Leffler and Odd Arne Westad | The Cambridge History of the Cold War, Vol. 1–3 | Cambridge University Press, 2010 |
| Odd Arne Westad | Reviewing the Cold War: Approaches, Interpretations and Theory | Routledge, 2013 |
| Odd Arne Westad | The Cold War: A World History | Basic Books, 2019 |
| Richard Crockatt | The Fifty Years War: The United States and the Soviet Union in World Politics, 1941–1991 | Routledge, 1996 |
| Richard Sakwa | The Rise and Fall of the Soviet Union, 1917–1991 | Routledge, 1999 |

China and the Cold War

| | | |
|-----------|------------------------------|--|
| Chen Jian | Mao's China and the Cold War | University of North Carolina Press, 2001 |
|-----------|------------------------------|--|

Korean War

| | | |
|--|--|----------------------------------|
| Bruce Cummings | The Korean War | Modern Library, 2011 |
| Sergei N Goncharov, John W Lewis, Xue Litai | Uncertain Partners: Stalin, Mao, and the Korean War | Stanford University Press, 1993 |
| Wada Haruki | The Korean War: An International History | Rowman and Littlefield, 2018 |
| William Stueck | Rethinking of Korean War: A New Diplomatic and Strategic History | Princeton University Press, 2004 |

Vietnam War

| | | |
|----------------------|---|-------------------------------|
| Mark Atwood Lawrence | The Vietnam War: A Concise International History (Very Short Introductions) | Oxford University Press, 2010 |
| Mark Atwood Lawrence | The Vietnam War: An International History in Documents | Oxford University Press, 2014 |

Cuban Missile Crisis

| | | |
|---------------------------------|---|--|
| Don Munton and David A Welch | The Cuban Missile Crisis: A Concise History (2nd edition) | Oxford University Press, 2011 |
| Michelle Getchell | The Cuban Missile Crisis and the Cold War: A Short History with Documents | Hackett Publishing Company, Inc., 2018 |
| Raymond L Garthoff | Reflections on the Cuban Missile Crisis | Brookings Institute Press, 2011 |
| Serhii Plokhly | Nuclear Folly: A History of the Cuban Missile Crisis | W. W. Norton & Company, 2021 |

Theme II: The Development of the Global Economy (1945–2000)Global Economy

| | | |
|--|---|----------------------------------|
| Barry Eichengreen | Globalizing Capital: A History of the International Monetary System | Princeton University Press, 2019 |
| Francine McKenzie | GATT and Global Order in the Postwar Era | Cambridge University Press, 2020 |
| Harold James | International Monetary Cooperation Since Bretton Woods | Oxford University Press, 1996 |
| Joan E Spero and Jeffrey A Hart | The Politics of International Economic Relations (7th edition) | Cengage Learning, 2009 |
| Niall Ferguson, Charles S Maier, Erez Manela, Daniel J Sargent (eds) | The Shock of the Global: The 1970s in Perspective | Belknap Press, 2011 |
| Sidney Pollard | The International Economy since 1945 | Routledge, 1997 |
| Thomas D Lairson and David Skidmore | International Political Economy: The Struggle for Power and Wealth in a Globalising World | Routledge, 2016 |

Japan

| | | |
|-------------------------------|---|-------------------------------|
| Andrew Gordon | A Modern History of Japan: From Tokugawa Times to the Present | Oxford University Press, 2020 |
| Taketoshi Ito and Takeo Hoshi | The Japanese Economy | MIT Press, 2020 |

China

| | | |
|----------------|--|----------------------------------|
| Barry Naughton | Growing Out of the Plan | Cambridge University Press, 2008 |
| Wu Jinglian | Understanding and Interpreting Chinese Economic Reform | Gale Asia, 2014 |

Theme III: Conflict and Cooperation (1945–2000)General Texts on Conflict and Cooperation

| | | |
|---|---|-------------------------------|
| Joachim A Koops, Norrie MacQueen, Thierry Tardy | The Oxford Handbook of United Nations Peacekeeping Operations | Oxford University Press, 2017 |
| John W Young | International Relations since 1945 | Oxford University Press, 2020 |

Indo-Pakistani Conflict

| | | |
|--------------------|---|-------------------|
| Sumit Ganguly | The Origins of War in South Asia: Indo–Pakistani Conflicts since 1947 | Routledge, 2020 |
| Victoria Schofield | Kashmir in Conflict: India, Pakistan and the Unending War | I.B. Tauris, 2021 |

Arab-Israeli Conflict

| | | |
|---------------------------------|--|---------------------|
| Gregory Mahler | The Arab–Israeli Conflict: An Introduction and Documentary Reader, 2nd Edition | Routledge, 2018 |
| Kirsten Schulze | The Arab–Israeli Conflict | Routledge, 2016 |
| Walter Laquer and Dan Schueftan | The Israel–Arab Reader: A Documentary History of the Middle East Conflict | Penguin Books, 2016 |

Congo Crisis

| | | |
|--------------|--|---------------------------------|
| John Kent | America, the UN and Decolonisation: Cold War Conflict in the Congo | Routledge, 2010 |
| Lise Namikas | Battleground Africa: Cold War in the Congo, 1960–1965 | Stanford University Press, 2015 |

Bosnian War

| | | |
|--------------|--|---------------------|
| Misha Glenny | The Balkans: Nationalism, War, and the Great Powers, 1804–2011 | Penguin Books, 2012 |
| Misha Glenny | The Fall of Yugoslavia: The Third Balkan War | Penguin Books, 1996 |

Paper 2: Developments in Southeast Asia (Independence–2000)**Theme I: Forming Nation-States / Theme II: Economic Change After Independence**

These readings and resources under 'General Recommended Readings' provide a regional perspective by framing their discussions along the lines of regional political, economic and social developments in Southeast Asia, and explores the concept of Southeast Asia as a region. Developments within individual Southeast Asian countries are discussed in the context of the region's history.

For a more extensive coverage of individual states, please refer to section labelled 'Country-specific Recommended Readings'.

General Recommended Readings

| | | |
|---|--|----------------------------------|
| Anthony Reid | A History of Southeast Asia: Critical Crossroads | Wiley-Blackwell, 2015 |
| Craig A Lockard | Southeast Asia in World History | Oxford University Press, 2009 |
| David Chandler, et. al. | The Emergence of Modern Southeast Asia: A New History | University of Hawaii Press, 2004 |
| John Funston | Government and Politics in Southeast Asia | ISEAS / ZED, 2002 |
| Joseph C Liow | Dictionary of the Modern Politics of Southeast Asia (4th edition) | Routledge, 2014 |
| Lee Hock Guan and Leo Suryadinata (eds) | Language, Nation and Development in Southeast Asia. | ISEAS, 2008 |
| M C Ricklefs, Bruce Lockhart, Albert Lau, Portia Reyes and Maitrii Aung Thwin | A New History of Southeast Asia | Palgrave Macmillan, 2010 |
| Nicholas Tarling (ed.) | The Cambridge History of Southeast Asia: Volume 2 Part 2, From World War II to the Present | Cambridge University Press, 2000 |
| Wang Gungwu (ed.) | Nation Building: Five Southeast Asian Histories | ISEAS, 2005 |

Country-specific Recommended Readings**Brunei**

| | | |
|-----------------|-----------------------------------|-----------------|
| Graham Saunders | A History of Brunei (2nd edition) | Routledge, 2015 |
|-----------------|-----------------------------------|-----------------|

Cambodia

| | | |
|----------------|---|--------------------|
| David Chandler | A History of Cambodia (4th edition) | Routledge, 2007 |
| Sok Udom Deth | A History of Cambodia–Thailand Diplomatic Relations 1950-2020 | Galda Verlah, 2020 |

Indonesia

| | | |
|---------------------|--|----------------------------------|
| Adrian Vickers | A History of Modern Indonesia (2nd edition) | Cambridge University Press, 2013 |
| Howard Dick, et al. | Emergence of a National Economy: An Economic History of Indonesia, 1800–2000 | University of Hawaii Press, 2002 |
| M C Ricklefs | A History of Modern Indonesia since c.1200 (4th edition) | Stanford University Press, 2008 |

Laos

| | | |
|-------------------|--|----------------------------------|
| Grant Evans | A Short History of Laos: The Land In Between | Allen & Unwin, 2003 |
| Martin Stuart-Fox | A History of Laos | Cambridge University Press, 2008 |

Malaysia

| | | |
|---|--|--------------------------|
| Barbara W. Andaya and Leonard Y. Andaya | A History of Malaysia (3rd edition) | Springer, 2016 |
| John Drabble | An Economic History of Malaysia, c.1800–1990: The Transition to Modern Economic Growth | Palgrave Macmillan, 2000 |

Myanmar

| | | |
|---|--|----------------------------------|
| Michael Aung-Thwin and Maitrij Aung-Thwin | A History of Myanmar since Ancient Times: Traditions and Transformations | Reaktion Books, 2013 |
| Robert H Taylor | The State in Myanmar | University of Hawaii Press, 2009 |

The Philippines

| | | |
|--------------------|--|----------------------------------|
| David J. Steinberg | The Philippines: A Singular and A Plural Place (4th edition) | Routledge, 2000 |
| John Bresnan | Crisis in the Philippines: The Marcos Era and Beyond | Princeton University Press, 2014 |

Singapore

| | | |
|----------------|---|--|
| CM Turnbull | A History of Modern Singapore, 1819–2005 (revised edition) | National University of Singapore Press, 2009 |
| Linda Y.C. Lim | Singapore's Economic Development: Retrospection and Reflections | WSPC, 2015 |

Thailand

| | | |
|------------------------------------|--|----------------------------------|
| Chris Baker and Pasuk Phongpaichit | A History of Thailand (3rd edition) | Cambridge University Press, 2014 |
| Shane Strate | The Lost Territories: Thailand's History of National Humiliation | University of Hawaii Press, 2015 |

Vietnam

| | | |
|--------------------|------------------------|-----------------------|
| Christopher Goscha | Vietnam: A New History | Basic Books, 2016 |
| Justin Corfield | The History of Vietnam | Greenwood Press, 2008 |

Theme III: Regional Conflicts and Cooperation

| | | |
|----------------------------------|---|---|
| Amitav Acharya | The Making of Southeast Asia: International Relations of a Region (Revised Edition) | Cornell University Press, 2013 |
| Daniel Chua and Eddie Lim (eds) | ASEAN 50: Regional Security Cooperation through Selected Documents | World Scientific Publishing Co. Pte. Ltd., 2018 |
| Donald E Weatherbee | International Relations in Southeast Asia: The Struggle for Autonomy (2nd edition) | Rowman & Littlefield Publishers, 2010 |
| Donald E Weatherbee | ASEAN's Half Century: A Political History of the Association of Southeast Asian Nations | Rowman & Little Publishers, 2019 |
| N Ganesam and Ramses Amer (eds.) | International Relations in Southeast Asia: Between Bilateralism and Multilateralism | ISEAS, 2010 |
| Nicholas Tarling (ed.) | The Cambridge History of Southeast Asia: Volume 2 Part 2, From World War II to the Present. | Cambridge University Press, 2000 |