

# Curriculum Standard for History (Senior Level, 2024)

## Foreword

### 1.0 Introduction

This History syllabus for Senior Middle level is designed for Chinese independent secondary schools senior level students throughout Malaysia and it is the immediate follow up of junior level fundamental history knowledge. Moreover, it also serves as a humanistic subject to further enhance the current worldview of students through the introduction of local and world historical developments aiming to promote humanistic and correct worldview. They are realised through the information and questions provided within to nurture students' thinking competence and analytical skill to dedicate to the society attentively.

### 2.0 Rationale and Layout

The content of History subject is essentially to introduce and record the development of humankind. Thus, reiteration in content cannot be avoided completely. To distinguish their differences, the aims and contents as well as examples quoted must be a step further. Attributed to this, the aims and syllabus of the subject will be discussed in the succeeding sections. The focus of the forthcoming will be on the description of editing and compilation.

Aiming to distinguish the chronological approach used in the junior level History, in this senior level textbook, regional presentation will be adapted, they are divided into three sections, namely, "History of Malaysia and Southeast Asia", "History of East Asia in World History 1", "History of modern Europe and America, West Asia and South Asia in World History 2". With the supplementary knowledge obtained from junior level fundamental history—using time sequence as principal axis and structured under the characteristics of specific historical events—this series intends to ensure deeper understanding of the existence of various phenomena in contemporary civilisation.

History are presented from time immemorial up till this very moment chronologically in any History textbook since human history is far and remote, this series wishes to ensure the existence of in depth understanding of the development of modern societies as well as the acquisition of higher order thinking. Moreover, this three-book series includes historical knowledge selected carefully, for instance, Southeast Asia history starts from the invasion of western forces in the 16<sup>th</sup> century, while Europe and America history begins with the progress of democracy in the 17<sup>th</sup> century; the historical developments of these two regions will be ushered in through the introduction. As for East Asia section, since it concerns the formation and evolution of the Chinese culture, it commences with dynasties, but only characteristic ones will be highlighted.

These three books will come to a close after the first decade of the 21<sup>st</sup> century.

Apart from this, relevant events will be presented separately in these textbooks by a section entitled “Historical Encyclopedia” in which thinking and the development as well as the conception of the polities will be further discussed. They are adapted to enhance students’ understanding and grasp of these non-political events and entities.

### **3.0 Time Allocation**

Three periods weekly is recommended to be allocated for History subject, each period will last 40 minutes. Every book is to be covered within one academic year, which is 85 periods. The remaining 5 periods is recommended for learning activities, preferably pluralistic pedagogical approach to boost History learning.

## **Aims and Objectives**

### **1.0 Aims**

The design of this series aims to help students to

1. know more about the research methodology of history, and acquire analytical judgement as well as thinking skills;
2. learn through different aspects to know more about past events, aiming to obtain scientific, democratic and juristic values;
3. know the progress of our multiracial society and the roles citizens play in the evolution of the society through the learning of the development of Malaysia history, coupled with scientific, objective approach, to eventually enhance civil, and cohesiveness for the realisation of individual position;
4. realise the facets of society, promote personal humanistic knowledge and eventually become a cosmopolitan with worldview and responsibility through the learning of historical development; and
5. enhance the knowledge of Chinese culture and eventually disseminate Chinese culture through the learning of domestic history and ancient East Asia history.

### **2.0 Objectives**

With the aim of achieving the objectives, teachers must nurture the following capabilities of the students:

Knowledge and Conception—

1. Knowledge of the historical figures and events of various regions and its vein of development;
2. Knowledge of basic historical conception, for instance, cause and consequence, continuity and change and similarities and differences; and
3. Knowledge of the trend of modern society development through the most important historical events.

### **3.0 Methods and Mindset**

1. The expression of historical time frame;
2. The competence to comprehend History—to know historical events and phenomena from different aspects thus to distinguish the truth and interpretation;
3. The competence to interpret History—to forward explanation for historical events based on cause and consequence; to assess relevant historical phenomenon and figures thus to reflect on contemporary phenomena;
4. The competence to make use of historical materials—to select and analyse materials from different sources based on topic; to weigh on the possible conclusions and assess.

### **Contents (History of Malaysia and Southeast Asia)**

Introduction: Cultural Diversity in Southeast Asia up to 1500

Intro 1: Geographic Profile of Southeast Asia and the Prehistory of Southeast Asia

A Geographical Environment in Southeast Asia

B Ethnic Distribution in Southeast Asia

C The Prehistory of Southeast Asia

Intro 2: Politics, Society and Culture in Early Southeast Asia

A The Influence of Chinese culture in Northern Vietnam

B Indianization of Southeast Asia

C The Spreading of Islam in Malacca Sultanate and Maritime Southeast Asia

### **Part 1: Maritime Southeast Asia Facing Colonial Forces and Western Cultural Invasion**

Chapter 1 Maritime Southeast Asia from the 16th to the 17th Century

1.1 European Voyages of Discovery and the Arrival of Portuguese, Spanish and Dutch

A The Development of European Sea Exploration

B Portuguese, Spain and Dutch Competition in Maritime Southeast Asia

C Portuguese, Spanish and Dutch Domination over Colonial Strongholds

1.2 Johor Sultanate and the Triangular war

A The Founding of Johor Sultanate

B The Triangular War between Portuguese Malacca, Johor Sultanate and Aceh Sultanate

C The Last Ruler of Johor Sultanate from Malacca Dynasty

Chapter 2 The Malay Peninsula from the 18th to the mid-19th Century

2.1 The Malay Peninsula in the 18th Century

A Bugis and Minangkabau Influence in the Malay Peninsula

B The Rise and Fall of the Bendahara Dynasty of Johor Sultanate

2.2 Expansion of British in the Malay Peninsula before the Mid-19th Century

A Internal and External Difficulties of Kedah and the Ceding of Penang Island

B The Contradiction of Johor and the Ceding of Singapore

- 2.3 The Formation and Development of Straits Settlement
  - A The Formation of Straits Settlement
  - B The Development of Straits Settlement

## **Part 2: The European Colonisation of Southeast Asia**

### Chapter 3 Southeast Asia under the Colonial Power

- 3.1 The Colonial Power Expansion and Domination
  - A Maritime Southeast Asia
  - B Mainland Southeast Asia
- 3.2 Reactions and reforms in Southeast Asian
  - A The Java War (1825-1830)
  - B King Mindon Min Reform of Myanmar-Konbaung Dynasty
  - C Siam under the Influence of Western Forces

### Chapter 4 British Invasion of the Malay Peninsula and Northern Borneo in the 19th Century

- 4.1 The Malay Peninsula in the 19th Century
  - A Independence and Chaos of the Malay States
  - B The Northern States of the Malay Peninsula under the Rule of Siam
- 4.2 Britain Intervention in the Malay States Politics
  - A Background
  - B The Pangkor Engagement of 1874 and Perak Accepts the British Intervention
  - C Britain Intervention in Selangor
  - D Negeri Sembilan Accepts the Residential System
  - E The Setup of Residential System in Pahang
- 4.3 The Malay Peninsula Controlled by Britain
  - A The Residence and Formation of the Federated Malay States
  - B Modernisation of Johor
  - C The Unfederated Malay States and Advisor
  - D Malay Society Reaction to New System
- 4.4 British Invasion of the Northern Borneo in the mid-19th Century
  - A Northern Borneo before the Mid-19th Century
  - B Sarawak under the Brooke Family
  - C British North Borneo Chartered Company Administration of North Borneo
  - D Anti-British Activity in Sarawak and North Borneo

### Chapter 5 Economy, Society and Culture of Malaya and North Borneo under British Rule

- 5.1 Economic Development and Construction
  - A Mining Development

- B Plantation Development
- C Lumbering development
- D Development of Emerging Cities

#### 5.2 Formation of Pluralistic Society

- A The Southward Movement of Chinese and Social Organisation
- B Indian Immigrant
- C Malay Society
- D Other Ethnic Groups

#### 5.3 Education and Cultural Development

- A The Coexistence of Multiple Education
- B Literature and Newspapers

### **Part 3: From the National awakening to Southeast Asia in World War II**

#### Chapter 6 Nationalism in Southeast Asia before World War II

##### 6.1 Rising Background

- A External Factors
- B Internal Factors

##### 6.2 Nationalism in Southeast Asia before World War II

- A Nationalist Movement in the Philippines
- B Nationalist Movement in Indonesia
- C Nationalist Movement in Myanmar
- D Nationalist Movement in Indochinese Federation

##### 6.3 Democracy and Nationalist Movement in Siam

- A Siamese Revolution 1932
- B Phibun Songkhram and Nationalist of Thai

#### Chapter 7 Nationalist Groups and Events in Malaya

##### 7.1 The Development of Malay Nationalism before World War II

##### 7.2 Political Ideology and Activities of Other Ethnic Groups

- A Chinese Political Consciousness
- B Development of Left-wing Politics
- C Indian Political Activity Intervention

#### Chapter 8 Japan Invaded Southeast Asia

##### 8.1 Japan's Invasion and Domination of the Southeast Asia

- A Occupation Process
- B Domination Policy and Anti-Japanese Movement

##### 8.2 Japanese Occupation of Malaya, North Borneo & Sarawak

- A Military Rule

- B Anti-Japanese Movement
- C The End of the Pacific War
- D Major Effects of the Japanese Occupation

#### **Part 4: Independence and Contemporary Development in Southeast Asia**

##### Chapter 9 Independence of the Federation of Malaya and The Formation of Malaysia

###### 9.1 From the Malayan Union to the Federation of Malaya

- A Malayan Union Scheme
- B The Formation of the Federation of Malaya

###### 9.2 The Emergency and Independence of the Federation of Malaya

- A The Emergency
- B Independence of the Federation of Malaya

###### 9.3 Northern Borneo after World War II

- A Sarawak
- B North Borneo
- C Brunei

###### 9.4 The Formation of Malaysia

- A The Development of Singapore after World War II
- B The Concept of Malaysia and Its Reasons
- C The Reaction of Singapore and Northern Borneo (Brunei, North Borneo and Sarawak)
- D International Reaction and the Birth of Malaysia
- E The Separation of Singapore from Malaysia

###### 9.5 The Federal Constitution of Malaysia

##### Chapter 10 Contemporary Development in Malaysia

###### 10.1 The Overview Development of Politics and Economics after Independence

- A Political
- B Economic

###### 10.2 Overview of Contemporary Social Development

- A society
- B Education
- C Culture

###### 10.3 The Development of Chinese Education after World War II

##### Chapter 11 Southeast Asia under the New International Situation after World War II

###### 11.1 The Independence of Southeast Asian Countries

###### 11.2 Southeast Asia under the Influence of the Cold War

- A The New Situations of International and Asian after World War II
- B Vietnam War (1955-1975)
- C Regional Cooperation

###### 11.3 The Development of Southeast Asian Countries after Independence

- A Between Democracy and Authoritarianism (1960-80s)
- B Disintegration of Authoritarian Politics

#### 11.4 Towards a New Era of Southeast Asia

Addendum 1: A Chronology of Major Events

Addendum 2: Bibliography and Picture Source

### **Contents** (World History 1: History of East Asia)

Introduction: Overview of East Asia and Nation Building

Intro 1: The Geographical Environment and Pre-historical of East Asia

- A The Geographical Environment
- B Pre-historical

Intro 2: The and Legend of the East Asia civilization

- A The Rise of Chinese Civilisation
- B The Legend and Formation of Korea
- C The Legend and Formation of Japan

### **Part One: The Historical Development and Societal Culture of Ancient East Asia**

Chapter 1 From Feudalism to Nation Unification

1.1 The Rise and Fall of the Feudalism of the *Zhou* Dynasty

- A The Political Development
- B The Economic Society and Cultural Development

1.2 The Formation of the Great Unification—*Qin* and *Han* Period

- A The Political Development and Foreign relation
- B The Economic Society and Cultural Development

Chapter 2 From Ethnic Assimilation to a Prosperous Kingdom

2.1 The Disruptive Period of *Hu Han* Assimilation—*Wei Jin* Northern and Southern Dynasties

- A The Political Development
- B The Social, Economic and Culture Features

2.2 The All-inclusive Empire—*Sui Tang Dynasties*

- A The Rise and Fall
- B The Foreign Relation and Economic Cultural Exchange
- C The Economic Society and Cultural Development

Chapter 3 From the Co-existence of Pluralistic Reign to the Zenith of Absolute Monarchy

3.1 The Co-existence of Pluralistic Reign—*Liao, Song, Xia, Jin* and *Yuan*

- A The Political Development of *Liao, Song, Xia, and Jin*
- B Mongolian Kingdom and the Politics of *Yuan* Dynasty
- C Economic Society and Cultural Development of *Song* and *Yuan* Dynasties

3.2 Monarchical *Ming* and *Qing* Dynasties

- A The Political Development of *Ming* and *Qing* Dynasties
- B Tribute Trading and Maritime Trading
- C Social Culture of *Ming* and *Qing* Dynasties

Chapter 4 History of the Korean Peninsula and Ancient Japan up to the Middle of 19<sup>th</sup> Century

4.1 The Development of North Korea Prior to the 19<sup>th</sup> Century

4.2 Ancient Japan up to the 19<sup>th</sup> Century

## **Part 2 The Progress of East Asia from the middle of 19<sup>th</sup> Century up to the 20<sup>th</sup> Century**

Chapter 5 The Progress of East Asia in Modern Times

5.1 The Political Situation of East Asia under the Impact from the West

A The Internal and External Challenge and Threats of the *Qing* Dynasty

B The Political Turbulence of Joseon Dynasty

C The Decline of Shogunate and the Restoration of Kingdom

5.2 The Modernisation and Revolution of East Asia

A The Reform of the Qing Dynasty

B The Meiji Restoration and the Rise of Japan

Chapter 6 The Progress of East Asia under the New Political Circumstance

6.1 The Republic of China in Turmoil

A Tumultuous Situation

B The New Cultural Movement

6.2 Militaristic Japan

A The Rise of Militarism

B The Practice of Fascist Dictatorship in Japan

6.3 Korea under the Colonisation of Japan

Chapter 7 East Asia under the Invasion of Japan

7.1 China Invaded by Japan

7.2 The Pacific War

7.3 East Asia during War Times

## **Part 3 East Asia after the Second World War**

Chapter 8 East Asia under the Dichotomy

8.1 The Formation of Cold War in East Asia

8.2 The Political and Economic Development of East Asia during the Cold War

A The Development and Reinvention of China

B Taiwan under the Reign of the Two Chiangs

C The Military Rule of South Korea and its Economic Development

D “The Political Dynasty” of North Korea

E The Economic Reform of Japan and Its Advancement

Chapter 9 Contemporary East Asia

9.1 China and Taiwan

A The Rise of China

B Democratic Reform of Taiwan

9.2 South Korea and North Korea

A The Political and Economic Development of South Korea

B The Political and Economic Development of North Korea

9.3 Japan during the Heisei Period

9.4 East Asia in the Face of Globalisation



- A The Cooperation and Conflicts of East Asian Region
- B The Prevalence of Mass Culture in East Asia

Addendum 1: A Chronology of Major Events

Addendum 2: Bibliography and Picture Source

**Contents** (World History 2: History of Modern Europe and USA, West Asia and South Asia)

Introduction: Overview of West Asia, South Asia and Europe before 15<sup>th</sup> Century

Intro 1 West Asia

Intro 2 South Asia

Intro 3 Europe

## **Part One: The Establishment of Modern Democratic Politics in Europe**

Chapter 1 Towards modern Europe

1.1 The rise of modern Europe

1.2 The Scientific Revolution

1.3 The Enlightenment

Chapter 2 Parliamentary Politics and Democratic Revolution

2.1 The formation of the British constitutional monarchy

2.2 American Revolutionary War

2.3 The French Revolution and the Napoleonic Regime

## **Part 2 European and United States of America dominate the world**

Chapter 3 Industrial Revolution

3.1 Development and impact

3.2 The rise of new trends of thought

Chapter 4 The development of liberalism and nationalism in Europe and the United States

4.1 Europe and United States under the influence of liberalism

4.2 The rise of the nationalist movement

4.3 European social culture under political and economic changes

Chapter 5 Imperialism and European colonial expansion

5.1 Imperialism and colonial competition

5.2 India becomes a British colony

5.3 The impact of imperialism on the Ottoman Empire

## **Part 3 War and Peace**

Chapter 6 First World War

6.1 The situation in Europe before World War I

- 6.2 The outbreak and end of World War I
- 6.3 The international situation and impact after World War I

#### Chapter 7 Europe and United States during the Interwar Period

- 7.1 The Russian Revolution and the Rise of the Soviet Union
- 7.2 Interwar Europe and United States
  - A The Great Depression and New Deal
  - B Britain and France in the interwar period
  - C The spread of fascism in Europe

#### Chapter 8 World War II and the United Nations

- 8.1 The international situation before the war
- 8.2 The outbreak and end of World War II
- 8.3 United Nations

### **Part 4 Contradictions and Conflicts in Contemporary South Asia, West Asia, Europe and United States of America**

#### Chapter 9 India's independence and development

- 9.1 Nationalist movement in South Asia
- 9.2 The process of independence and India's subsequent development

#### Chapter 10 West Asia in the 20th Century

- 10.1 Secularisation and Islamisation
  - A Secularization in Turkey
  - B Iran's Islamic Revolution
  - C Organisations in the name of reviving Islam and uniting Muslims
- 10.2 The conflict between Palestine and Israel

#### Chapter 11 Cold War and post-Cold War periods

- 11.1 Cold War
- 11.2 The end of the Cold War
- 11.3 Europe, the United States and International Relations in the Post-Cold War Period

#### Chapter 12 Technological Revolution and Globalisation

- 12.1 The advent of the technological revolution
- 12.2 Globalisation and anti-globalisation
- 12.3 Ideological trends and culture in the 20th century

Addendum 1: A Chronology of Major Events

Addendum 2: Bibliography and Picture Source

#### **4.0 Affect and Value**

1. To experience the difficulties and challenges humans have faced through history learning thus to realise human behaviour and value orientation;
2. To respect pluralistic and tolerate diverse views, viz. to understand that different races have different experience and faith, and to recognise that humans have common sentiment and ambitions; and
3. To understand that the reality of mutualism between humankind and the earth, and realise the importance of sustaining development.

To grasp the knowledge of History is not the sole and ultimate goal of History learning, it is, rather, the wholesale promotion of humanity fundamentals.

#### **Pedagogical Suggestions**

The latest trend of History education advocates that History as a subject is to interpret and solve problems; narration is no longer viewed as a unique and unchangeable element in History education, rather, it is formed by accessible materials. Thus, the teaching of History must provide allowance for students to structure and analyse his/her own historical knowledge to eventually make decision.

To respond to the above orientations and objectives, high school History subject as fundamental education must focus on cause and effect, the formation of historical conception and thinking. In this vein, teachers are requested to supply complementary materials for students to grasp the relationship of cause and effect. Teachers should likewise know the proficiency level of the students, to highlight the key points and difficulties and to adjust the sequence of content aiming to attain the formation of historical concept. To attain the objective of thinking skill, diverse and efficient teaching approaches are expected to be employed to train students to ponder and analyse contemporary figures, events and societal phenomena through the evolution of humankind from different point of view thus to achieve the objectives of mindset training.

Pedagogy is an art. Teachers should design teaching models in response to students' learning attitude and level of proficiency. Compared to junior level historical narratives, senior high level concentrates on the formation of historical concept and the revelation of historical rules. Generally speaking, history education must begin with the building of time framework and the reading of various historical documentations. It is only when one has comprehended the past, then he/she can form his/her own views and justifications. Simply put, the element of self-formed historical knowledge is to be highlighted in student-centered teaching process.

There are many approaches for students to build up their self-formed knowledge, namely, group discussion (problem solving), project writing and role-play. These activities can be arranged in classes where teachers are to facilitate.

## **Assessment**

Assessment can be divided into formative and summative assessment. These two assessments should be in place for secondary school History education. Formative assessment is conducted in the form of questions, exercises and the design of activities, etc. in teachers' daily teaching practices while the UEC as a summative assessment can be used as reference for university admission.