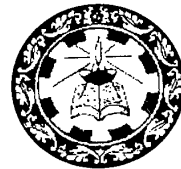


**G.C.E. Advanced Level
Grades 12 and 13**

HISTORY
Syllabus
(START FROM THE YEAR 2009)



Department of social sciences
Faculty of Language, Humanities & Social Sciences
National Institute of Education

1.0 Introduction

The new curriculum applicable to G.C.E Advanced level under the new educational reforms programme 2007 will be implemented in 2009. Therefore the history curriculum is also designed to develop suitable competencies in agreement with the national policies.

This curriculum consists of four sections.

1. History of Sri Lanka (from ancient up to 1978 AD)
2. History of India (from ancient up to 1206 AD)
3. History of Europe (from 1500 - up to 1989 AD)
4. History of modern world (from 1500 up to 1989 AD)

The section on history of Sri Lanka (History 1) is compulsory for all the students studying the subject while they are to select any one component out of the following: History of India, History of Europe, History of Modern World .

In addition, it should be noted that there are changes in the contents of the existing topics as well.

- History 1 (Sri Lanka)
According to the old curriculum the missionary education and the educational policies of the British which included in the heading "The development of modern imperialism" was discussed only upto the "Kannangara reforms" . But under the new reforms those contents are being included in the sub-heading titled "The development of free education" and have to be discussed up to 1981 AD.
- The old curriculum which was only up to the Soulbury Constitution and National Independence is been extended under the new curriculum to include the themes on the development of parliamentary system of Government up to 1977 and the Executive Presidency in 1978.
 - History (India)
In this section there are no changes.
 - History (Europe)
Three new headings titled 1.The forces that influenced in building European civilization,
2.American war of independance and
3.The world after the second world war have being introduced.

- According to the old curriculum in European history the course of study started with the lesson on the "Advent of Europe into the modern Era". But according to the new curriculum the initial topic is a discussion the gradual progress of European civilization. Accordingly the impact of Greek , Roman, Cristian and Islam civilizations on the development of European civilization will be discussed as the first lesson.
- Under the heading American war of Independance, a study on the first settlers , colonization and the war of independance with its impacts is being included.
- Insted of the last heading titled "The second world war " under the old curriculum the new syllabus has extended upto "The world since the world war two. Under this new heading the topics such as. The power blocks, Non Align movement, Cold war ,Rival concepts and the activities of the UNO etc..will be studied.
- Besides, changes are also being made in the contents and directions of the existing headings. Instead of the two old headings of "The unification of Italy and the Unification of Germany a topic is being included so as to direct the students to examine the political aspects of the Ideals such as "liberalism and nationalism since 1815".
- History (History of Modern World)
The aim of introducing the new area of study titled "The modern world" is added as a third alteration to the existing two alternatives of Indian History and European History. This curriculum includes important historical events in Asia ,Africa,Europe and America since1500AD
- This curriculum is for grade 12 and grade 13. Hence the teaching of subject contents should be organized as given below.

2.0 Aims of learning History.

- Use in practical life the knowledge and discipline gained through the study of Chronology, Commenting the sources and relations between reason and results.
- Elucidate the factors that affects the national identity and national unity.
- Understand the present through the knowledge gained by studying the past.
- Be knowledgeable on the common characteristics that runs through the society by studying the development of civilization based on time and space.
- Oblige to study the national problems comparatively.

Grade 12 - Proposed Level of Competencies for the term

Subject		History of Sri Lanka	History of Indian	History of Europe	History of Modern World
Grade 12	1st term	1.1, 1.2, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3	1.1, 1.2, 2.1, 2.2, 3.1, 3.2	1.1, 1.2, 2.1.2.2, 2.3, 3.1	1.1, 1.2, 1.3, 1.4, 1.5, 2.1,
	2nd term	5.4, 5.5, 5.6, 5.7 6.1, 6.2	3.3, 4.1,	3.2, 3.3, 4.1, 4.2 5.1	2.1, 3.1, 3.2, 4.1, 4.2
	3rd term	6.3, 6.4,7.1, 7.2, 7.3	4.2, 5.1, 5.2, 5.3,	6.1, 6.2, 6.3, 7.1, 7.2, 8.1, 8.2	4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4,
Grade 13	1st term	8.1, 8.2, 9.1, 9.2, 9.3, 10.1	6.1, 6.2, 7.1, 7.2,	9.1, 9.2, 10.1, 10.2	7.1, 7.2, 8.1, 8.2 9.1,
	2nd term	10.2,10.3, 11.1, 11.2, 12.1, 12.2, 13.1, 13.2	8.1, 8.2,8.3 9.1, 9.2,	11.1, 11.2, 12.1, 12.2	9.2, 10.1, 10.2, 10.3, 11.1, 11.2
	3rd term	14.1, 14.2, 15.1, 16.1, 16.2, 17.1, 17.2	10.1, 102, 11.1, 11.2, 11.3, 11.4	13.1, 13.2, 14.1, 14.2 15.1, 15.2	12.1, 12.2, 12.3, 13.1, 13.2, 13.3, 13.4, 13.4,13.5

3.0 syllabus

3.1 Grade - 12 History of Sri Lanka (from the ancient to 1978 AD)

Competancy	Competancy level	Subject contents	No.of periods
<p>1.0 Utilize in practical life the discipline developed by critically studying the chronology, illustrating the sources and relations between reason and the impacts.</p>	<p>1.1 Elucidate the usefulness of literary sources in building History.</p> <p>1.2 Examine the contribution of Archaeological sources on building History.</p>	<ul style="list-style-type: none"> • The sources available for the study of the History of Sri Lanka. • Categorization of the sources <ul style="list-style-type: none"> • Literary <ul style="list-style-type: none"> • Local • Foreign • Archaeological <ul style="list-style-type: none"> • artifacts • Inscriptions • numismatics 	<p>10</p>
<p>02 Will present evidence to show that the history of a country will decide on its internal and external location.</p>	<p>2.1 Analyse the manner in which the Geographical factors influence in building Sri Lankan Civilization</p>	<ul style="list-style-type: none"> • Geographical factors that influenced in building the History of Sri Lanka. <ul style="list-style-type: none"> • The geographical location of Sri Lanka. • the impact of geographical location with regard to its History. 	<p>10</p>

Competency	Competency level	Subject contents	No.of periods
<p>3.0 Will act with an understanding on the historical trends and development by studying the origins development and expansion of Sri Lankan Civilization</p>	<p>3.1 Analyse with reference to the Pre-historic era that Sri Lanka had a long and a glorious</p> <p>3.2 Elucidate the evolution of Sri Lankan civilization in accordance with time and space by examining the early settlements in Sri Lanka.</p>	<ul style="list-style-type: none"> • The pre-historic age of Sri Lanka. <ul style="list-style-type: none"> • the period before the establishment of Aryan settlements • Era of pre Aryan settlements. • Establishment and expansion of Aryan settlements from Vijaya to Devanampiyathissa. 	06
<p>4.0 Examine the manner in which an organized religion will influence to build a cultured society and will contribute to preserve good manners.</p>	<p>4.1 Examine the religious offerings and beliefs existed in at pre-buddhist era.</p> <p>4.2 Elucidate the manner in which the Sri Lankan society was built up by studying the establishment of Buddhism.</p>	<ul style="list-style-type: none"> • Establishment and expansion of Buddhism in Sri Lanka. <ul style="list-style-type: none"> • offerings and beliefs before the arrival of Mahinda. • Establishment and expansion of Buddhism. • the Indian background. • establishment of buddhism Sri Lanka. • the socio cultural changes after the establishment of Buddhism in Sri Lanka. 	10

Competancy	Competancy level	Subject contents	No.of periods
5.0 Will use fruitfully the experience gained by studying political matters of different periods in Sri Lanka to make the present and future successful.	5.1 Analyse with reference to the politics of Anuradhapura kingdom, the manner in which the rise and fall of a state depends on the nature of the king. 5.2 Collect information on the manner in which the history of a country will be changed due to the foreign influence with reference to the kingdom Anuradhapura 5.3 Decide critically the factors that caused the deterioration and the downfall of Anuradhapura kingdom. 5.4 Analyse with reference to the Polonnaruwa kingdom the manner in which the history of a country will be changed due to the foreign influence 5.5 Analyse with reference to politics of Polonnaruwa kingdom, the manners in which the nature of the ruler will influence the rise and fall of a state. 5.6 Will respect the glorious leadership of ancient women. 5.7 Collect information on the manner in which the history of a country will be changed due to the foreign influence with reference to Polonnaruwa kingdom. 5.8 Critically build up the factors that caused the deterioration and the fall of Polonnaruwa which was once a strong state	<ul style="list-style-type: none"> • Political evolution of Rajarata civilization. <ul style="list-style-type: none"> • Anuradhapura kingdom <ul style="list-style-type: none"> • Political evolution from king Pandukabhaya to Mahinda V. • Relation with foreign countries and their impacts. <ul style="list-style-type: none"> • Evolution of kingship. • Administrative machinery. • Deterioration and downfall of Anuradhapura kingdom. • Polonnaruwa kingdom. <ul style="list-style-type: none"> • Chola rule. • Political development from king Vijayabahu to Magha. • Female leadership. • Relations with foreign countries and their impacts <ul style="list-style-type: none"> • development of kingship. • administrative machinery. • The deterioration and the downfall of Polonnaruwa kingdom. 	45

Competancy	Competancy level	Subject contents	No.of periods
<p>6.0 Will be active in safeguarding national heritage and national identify the examining the economic and social systems of Rajarata civilization.</p>	<p>6.1 Examine the manner in which agriculture the principal livelihood of Rajarata Civilization was organized and will adapt is as an example to the present</p> <p>6.2 Will be devoted to safeguard its heritage by examining the system of that nurtured the whole of dry -Zone</p> <p>6.3 Examine the manner in which the trade, industrial and technology contributed in building Rajarata civilization and will devote to safeguard its heritage</p> <p>6.4 Examine the cultural development of Rajarata civilization and will be active its identify</p>	<ul style="list-style-type: none"> • Economic system and society of Rajarata civilization. <ul style="list-style-type: none"> • Agriculture • Irrigation. • Trade industries and technology. • Socio -cultural development 	<p>40</p>

	Competancy	Competancy level	Subject contents	No.of periods
70	Elucidate the political social and economics activities of different periods of Sri Lanka and use their impacts for the well-being of present and future developments of the country.	<p>7.1 Will collect information on the kingdoms that emerged after the downfall of the Polonnaruwa kingdom</p> <p>7.2 Analyse the foreign relations and their impacts of the Kingdoms that emerged after the downfall of the Polonnaruwa Kingdom</p> <p>7.3 Will contribute to safeguard the self-identify by analysing the economic, social and cultural information of the kingdoms that emerged after the downfall of the Polonnaruwa Kingdom</p>	<ul style="list-style-type: none"> • Sri Lanka since the downfall of the Rajarata civilization upto the 16th century • Changes of the kingdoms, Dambadeniya, Yapahuwa, Kurunegala, Gampola, Kotte. • Jaffna kingdom • The foreign relations and their impacts • Economics • Society and culture 	30

3.2 - Grade 12 Indian History (from ancient upto 1206 AD)

	Competancy	Competancy level	Subject contents	No.of periods
1.0	Utilize in practical life the dicipline developed by critically studying the chronology, illustrationg the sources and relations between reason and the impacts	1.1 Use literary sources in building the History of India .1.2 Use Archaeological source in building the History of India	<ul style="list-style-type: none"> • The main historical sources <ul style="list-style-type: none"> • litterary sources • archaeological sources 	08
0.2	Will act with an understanding on the differences running across common characteristics by studying the development of civilization based on time and space.	2.1 Examine the geographical location of India. 2.2 Analyse the impact of its extensiveness and variations towards the History of India	<ul style="list-style-type: none"> • The influence of geographical factors on Indian history. <ul style="list-style-type: none"> • geographical location (internal, external) <ul style="list-style-type: none"> • Situated seperately from central Asia. • passes in North - west area. • Geographical differences <ul style="list-style-type: none"> • river vallies • harbours • mountains • plateaus • deserts • The location of South India • Extensiveness and variations India 	14

	Competancy	Competancy level	Subject contents	No.of periods
3.0	Examine the origins of Indian civilization in relation to indus and vedic civilizations	<p>3.1 Eluciate the information on the origin, nature and the deterioration of Harappa civilization with the help of archaeological sources.</p> <p>3.2 Examine the information on the contribution of indus civilization to the later civilization.</p> <p>3.3 Will build the History of vedic civilization by using literary sources</p>	<ul style="list-style-type: none"> • The origin of the Indian civilization. <ul style="list-style-type: none"> • Indus civilization. <ul style="list-style-type: none"> • Origin (local or foriegn) • Expansion. • urban features of indus civilization. • contribution of this civilization. <ul style="list-style-type: none"> • urbanism. • economy. • culture. • Vedic civilization. <ul style="list-style-type: none"> • Rig vedic age. <ul style="list-style-type: none"> • Immigration of Aryans and their expansion • Society, economy and culture. • Later Vedic age. <ul style="list-style-type: none"> • Society and economy. • Culture. 	40
4.0	Taking into consideration the historical development of India will build up the fact that the growth of Civilization in taking place occasionally and gradually	<p>.4.1 Examine the development of Indian civilization from tribal age to the age of imperialism</p> <p>4.2 Eluciate the impact of religious and philosophical thinking towards moulding the indian civilization.</p>	<ul style="list-style-type: none"> • Indian upto Empire. <ul style="list-style-type: none"> • Political situation • Political situation in past vedic age. • Political situation in North India during the 6th and 7th centuries. • Sixteen Janapadas. • Origin and expan of the M a g a d h a Empire. • Evolution of Indian religions and philosophical thinking. <ul style="list-style-type: none"> • Brahmanism, Jainalism, Buddhism and other religions. 	42

	Competancy	Competancy level	Subject contents	No.of periods
50	Will take into careful consideration the factors that should be followed to maintain a powerful state by studying the growth and the deterioration of Mouryam Empire	<p>5.1 Eluciate information on the evolution of the Maurian Empire.</p> <p>5.2 Examine the special features of an empire in relation to the Mauryan Empire.</p> <p>5.3 Analyse the factors that will cause the deterioration of a strong empire with reference to Mauryan Empire</p>	<ul style="list-style-type: none"> • Mauryan Empire. • Expansion of the Mauryan power. • Administrative system. <ul style="list-style-type: none"> • Asoka "dharma" • Development in culture. • Deterioration of Mauryan Empire. 	25

3.3 Grade 12 European History (from 1500 AD to 1989 AD)

	Competancy	Competancy level	Subject contents	No.of periods
10	Anyalyse in relation to the European civiliazation on the manner in which the civilization get build up based on the influence of different forces	1.1 Eluciate the manner in which the Greek , Roman and christian civilizations laid the foundation to build the European civilization.	<ul style="list-style-type: none"> • The forces that influenced in moulding the European civilization. • Greek civilization. • Roman civilization. • Christian civilization. 	15
20	Analyse the way is which the changes in Europs will influence the outer world	1.2 Examine the influence of Islamic civilization in towards a strong the European civilization. 2.1 Analyse the importance of feudal system as a turning point in European civilization by studying its principal features. 2.2 Analyse the advent of European civilization to the modern era with reference to Renausance new inventions and the rise of Nation states. 2.3 Examine the foundation laid for imperialism with reference to Geographical discoveries and the expansion of Europe	<ul style="list-style-type: none"> • Islam civilization. • The advent to the modern era. • Feudal system and its deterioration. • The advent to the new era <ul style="list-style-type: none"> • Renaissance • Rise of nation states • Scientific inventions • Geographical discoveries and the expantion of Europe. 	18

	Competancy	Competancy level	Subject contents	No.of periods
3.0	Will achieve the strength to face the modern society by understanding the fact that the human civilization that was growing had to face various forces and was apprehended in extensive changes.	<p>3.1 Analyse the factors that lead to a religious reformation within european civilization that was founded on Cristian Civilization.</p> <p>3.2 Examine the information on the changes that took place within European Civilization due to reformation and counter reformation movements .</p>	<ul style="list-style-type: none"> • Religious reformation and counter reformation. • the background of the religious reformation. • Reformation movement • Counter Reformation movement • Thirty years war. 	20
4.0	Eluciate the manner in which a long time had to spend on efforts to win the human rights in the process of human development.	4.1 Analyse the manner in which the struggle of the people in England to develop the power of the parliament above those of the king contributed in the advancement of mankind.	<ul style="list-style-type: none"> • The British parliamentary system. <ul style="list-style-type: none"> • The origin development and the impacts of the parliamentary system. • Main features of parliamentary system <ul style="list-style-type: none"> • Representation system • Partis system • Cabinat system 	13
5.0	Analyse the manner is which the Industrial Revolution changed the activities of mankind	5.1 Collect imformation on the manner in which the industrial revolution which transfered the work done by human hands to machinery influenced to change the direction of the world. .	<ul style="list-style-type: none"> • Industrial Revolution <ul style="list-style-type: none"> • Its origin • Its expantion • Its impacts 	13

	Competancy	Competancy level	Subject contents	No. of periods
6.0	Analyse is relation to the American war of Independence the possibility of winning the rights of the people through united actions	<p>6.1 Collect information on the early settlers in America.</p> <p>6.2 Examine the manner in which the new world was opened to the European civilization with reference to the colonization movement.</p> <p>6.3 Analyse with reference to the American war of Independence that fought to be free from imperialism and the constitution later adopted by the new nation the manner in which the American war of Independence has become one of great importance in world History.</p>	<ul style="list-style-type: none"> • American war of independence. <ul style="list-style-type: none"> • Early settlers The early settlers who lived there when the Europeans arrived in America. (Red Indians, Aztecs, Incas, Maya) • Origin of the colonies Reasons for the Europeans to migrate to America • Colonization of America by the European nations. (Spain, France, England) • The manner in which the colonies were governed by the England. • War of Independence • Reasons for the victory of the colonies. • Achieving independence and the adoption of a new Constitution 	12
7.0	Will be active in safe guarding the human rights through a great struggle	<p>7.1 Analyse with reference to the French revolution the fact that a revolution will be build up by interrelating various differences.</p> <p>6.5 Eluciate the contribution made towards safeguarding the fundamental rights of mankind by the victorious Revolution the French people fought to win their rights.</p>	<ul style="list-style-type: none"> • The French Revolution. • The importance of the Revolution. <ul style="list-style-type: none"> • The ancient regime of France. • The factors led to the French Revolution. <ul style="list-style-type: none"> • The beginning and the expansion of the revolution. • The main stages of the Revolution. <ul style="list-style-type: none"> • The results of the revolution. 	

Competancy	Competancy level	Subject contents	No. of periods
8.0 Will examine the contribution of important Historical persons in building history	2B. 8.1 Will explain the contribution of Napoleon's reforms in building French Nationalism 2B. 8.2 Analyse the factors that caused the great empire of Napoleon	<ul style="list-style-type: none"> • Napoleon Bonaparte and his Empire <ul style="list-style-type: none"> • Reasons for the rise of Napoleon • Napoleon's reforms • Foreign policy of Napoleon • The factors that caused the defeat of Napoleon 	

3.4 Grade 12 History of the Modern World
(From 1500 AD - 1989 AD)

Competency	Competency Level	Subject Contents	No. of periods
1.0 Elucidate the European forces that influenced the advent of the World in to a New Era .	1.1 Analyse the influence of the rise of commercial capitalism to the emergence of the Modern World 1.2 Analyse the manner in which a new world arose from the Renaissance 1.3 Examine the political revival of Renaissance with reference to the rise of Nations States. 1.4 Analyse through geographical discoveries the manner in which the stated countries were opened to the new world 1.5 Examine the contribution of the Reformation movement towards the emergence of the Modern World	<ul style="list-style-type: none"> • The dawn of the Modern World The deterioration of feudalism and the rise of Commercial capitalism • Renaissance • Rise of Nation States • The movement of Geographical discoveries by Europeans and the expansion of their power • Religions reformation 	30

Competency	Competency Level	Subject Contents	No. of periods
2.0 Analyse the impact of Europs to change the political social and economics system of the other countries all over the World	2.1 Elucidate the expansion of their great power all over the World by the European nations.	<ul style="list-style-type: none"> • The expansion of Europe <ul style="list-style-type: none"> - Expansion of the Spanish Empire - The begining and the expansion of the Portuguese Empire - Expansion of the power of Netherlands (Hooland) - Expansion of the power of France - Expansion of the power of England 	20

Competency	Competency Level	Subject Contents	No. of periods
3.0 Elucidate the impact of Colonialism to change the historical direction of Asia	3.1 Analyse the manner in which South Asia and South East Asia become victims of Colonialism 3.2 Analyse the manner in which East Asia was influenced by Colonialism although was not fallen under full imperialism	<ul style="list-style-type: none"> ● Colonialism in Asia <ul style="list-style-type: none"> - India, China, Japan, - South East Asia - Indonesia , Malaysia, Myanmar, Sians, Vietnar, Cambodia, Philippines 	22

Competency	Competency Level	Subject Contents	No. of periods
4.0 Elucidate the revolution that influenced to mould the Modern World.	<p>2C.4.1 Examine with reference to the English Revolution the contribution made towards the advancements of mankind by the struggle of the people in England to enhance the powers of Parliament</p> <p>2C. 4.2 Analyse the importance of American Revolution as the first freedom struggle against imperialism</p> <p>2C. 4.3 Elucidate the contribution made by the revolution of the French people to achieve their Rights in preserving the Fundamental Rights of the people.</p> <p>2C.4.4 Analyse the impact of Russian Revolution to enrich the world civilization</p> <p>2C.4.5 Examine the establish</p>	<ul style="list-style-type: none"> • Revolutions that moulded the Modern world - English Revolution of 1688 - American Revolution - French Revolution - Russian Revolution - Chinese Revolution 	33

Competency	Competency Level	Subject Contents	No. of periods
	<p>ment of communism with reference to Chinese revolution</p> <p>2C.4.6 Examine the factors that influence to handover to machinery the work done by human hands.</p> <p>2C.4.7 Elucidate the technological development of the industrial revolution</p> <p>2C.4.8 Examine the expansion of the industrial Revolution</p> <p>2C.4.9 Examine the impact to the results of the industrial Revolution towards the Modern World.</p>	<p>* Industrial Revolution and 21st impacts</p> <ul style="list-style-type: none"> - Factors that influence the industrial Revolution - Development of technology - Expansion - Results 	

History of Sri Lanka (From the Ancient up to 1978 AD)

Competency	Competency Level	Subject Contents	No. of periods
<p>6.0 Utilize in practical life the discipline developed by educating the political incidents that took place in Sri Lanka during different periods.</p> <p>7.0 Will devote to safeguard the National identity by examining the Social economic and cultural trends that emerged in different periods of Sri Lanka</p>	<p>6.1 Elucidate information on the kingdoms that emerged after the downfall of Polonnaruwa kingdom.</p> <p>6.2 Examine the foreign relations and their impact of the kingdoms that emerged after the downfall of the Polonnaruwa kingdom.</p> <p>7.1 Elucidate the economics , social and cultural information of the kingdoms that emerged after the fall of Polonnaruwa kingdom.</p>	<p>Sri Lanka from the down fall of Rajarata civilization up to the beginning of the 16th century</p> <p>Drift of the Kingdoms, Dambadeniya Yapahuwa, Kurunegala, Gampola, Kotte kingdom Jaffna kingdom Foreign relations and their impacts</p> <p>Economic Social and Cultural</p>	<p>30</p>

History of Sri Lanka (From the Ancient up to 1978 AD) Grade 13

Competency	Competency Level	Subject Contents	No. of periods
<p>8.0 Elucidate in relation to the 16th century the political events that took place during the different periods of Sri Lanka and use them gainfully to make the future successful</p>	<p>8.1 Elucidate the information on political history of Sri Lanka during the 16th century</p> <p>8.2 Elucidate with reference to the arrival of Portuguese in Sri Lanka the fact that the weakness of the administrative system helps to build up foreign authority</p>	<ul style="list-style-type: none"> • Political history of Sri Lanka during the 16th century kingdoms <ul style="list-style-type: none"> • Kotte Kingdom • Jaffna Kingdom • Kandyan Kingdom • Seethawaka kingdom <p>Arrival of Portuguese</p> <ul style="list-style-type: none"> • Arrival of Portuguese and their relations with the indigenous kingdoms • Stabilization of Portuguese power in the Maritime Provinces of Sri Lanka. 	<p>25</p>

Competency	Competency Level	Subject Contents	No. of periods
<p>9.0 Elucidate with reference to the Kandyan Kingdom the political events that took place during the different periods of Sri Lanka and their impacts will be used profitably to make the future successful</p>	<p>9.1 Collect information on the contribution of the rulers in strengthening the Kandyan Kingdom</p> <p>9.2 Analyse comparatively the relations of the Kandyan kingdom with the Portuguese and the Dutch.</p> <p>9.3 Actions will be taken to preserve national heritage while analysing political social, economic and cultural situations of the Kandyan Kingdom.</p>	<ul style="list-style-type: none"> • The Kandyan Kingdom - Political history from the time of King Wimaladharmasooriya I up to the end of the reign of King Sri Wickrama Rajasinghe • Portuguese and the Dutch • The relations of the Kandyan Kingdom with the Portuguese • Arrival of the Dutch and the relations of the Kandyan Kingdom with them. • Administration, society economy culture • Administrative machinery • Society, Economy and culture 	<p>30</p>

Competency	Competency Level	Subject Contents	No. of periods
<p>10.0 Will contribute to safe guard the national identify and to build up a strong national elucidating the social political and economic changes that brought up with the expansion of the Western Nations.</p> <p>11.0 Examine the expansion of the British power in Sri Lanka and will act with an understanding on the necessity to safe-guard the independence of the country.</p>	<p>10.1 Collect information on the role of the Portuguese and the Dutch in the Maritime Provinces of Sri Lanka</p> <p>10.2 Examine the economic and religious policies implemented by the Portuguese and the Dutch in the Maritime Provinces of Sri Lanka.</p> <p>10.3 Elucidate the social and cultural impacts of Portuguese and Dutch role in the Maritime Provinces of Sri Lanka</p> <p>11.1 Examine the manner in which the British Captured the power in the Maritime Provinces of Sri Lanka.</p> <p>11.2 Examine the manner in which the British Captured the the Kandyan Kingdom</p>	<ul style="list-style-type: none"> ● Portuguese and Dutch Rule in the Maritime Provinces of Sri Lanka <ul style="list-style-type: none"> - Administrative system - Economic and religious policies - Social and cultural impacts ● Arrival of the British in Sri Lanka <ul style="list-style-type: none"> - Establishment of British power in the Maritime Provinces - Annexation of the Kandyan Kingdom 	

Competency	Competency Level	Subject Contents	No. of periods
<p>12.0 Analyse the manner in which the political changes implemented by the British influenced the indigenous people</p> <p>13.0 Analyse comparatively the impact of Social and economic changes towards the Sri Lankan Society</p>	<p>12.1 Analyse the uprisings of the indigenous people to safeguard their sovereignty against the British rule</p> <p>12.2 Elucidate the constitutional reforms introduced by the British to make social, economics and administrative changes in Sri Lanka</p> <p>13.1 Explain information on the plantation economy of Sri Lanka</p> <p>13.2 Analyse comparatively the social and economic changes under the British in Sri Lanka</p>	<ul style="list-style-type: none"> • Sri Lanka under the British • The movements against the British <ul style="list-style-type: none"> • Uprisings in 1818 and 1848 AD • Changes in the governing policies after 1848 • Evolution of the constitution • Colebrooke reforms and the administrative reforms. <p>Evolution of the plantation economy.</p> <ul style="list-style-type: none"> • Beginning of the plantations and the cash cultivated <p>Economic and social changes</p> <ul style="list-style-type: none"> • Growth of financial institutions transport and information systems • The indigenous agriculture • Social changes 	<p>20</p> <p>22</p>

Competency	Competency Level	Subject Contents	No. of periods
14.0 Will take suitable measures to safeguard the national identity while studying the religions movements of the British and the revival movement of the indigenous religions that arose against the British	<p>14.1 Elucidate the activities of the Missionary movement in Sri Lanka</p> <p>14.2 Elucidate the manner in which the Missionary Movement led to the Buddhist Hindu and Islam revival.</p>	<p>* The religious and cultural revival during the 19th century</p> <ul style="list-style-type: none"> • Missionary movement • Buddhist, Hindu and Islam revival 	14
15.0 Analyse information on the evolution of eudcation in Sri Lanka	15.1 Elucidate the development of modern education in Sri Lanka.	<p>* The Development in modern education</p> <ul style="list-style-type: none"> • The education policy of the British • The development of free education 	12

Competency	Competency Level	Subject Contents	No. of periods
16.0 Will study the movement for independence and take measures to safeguard the independence achieved	<p>16.1 Analyse the rise of the Middle class and building of the National Movement</p> <p>16.2 Comparatively examine information on the constitutional development and the achievement of independence.</p>	<ul style="list-style-type: none"> * The National movement and the constitutional reforms. • Middle class and the National 1st movement • Development of the Legislative Council • Donoughmore constitution • Soulbury constitution and National independence 	12
17.0 Contribute to good governance by elucidating the attempts to stabilize to National Independence	<p>13.1 Explains the policies followed for the National development since independence in Sri Lanka</p> <p>13.2 Examine the political situation in Sri Lanka since independence</p>	<ul style="list-style-type: none"> * Sri Lanka since Independence <ul style="list-style-type: none"> • The policies and programmes implemented for the national development • Development of parliamentary system of government up to 1972 • Executive presidency system of government 1978 	20

2A Indian Hisotry (From the Ancient to 1206 AD) Grade 13

Competency	Competency Level	Subject Contents	No. of periods
<p>6.0 Will analyse with reference to Indian History the fact that the weaknesses of the central administration will help the provincial rulers to in power.</p>	<p>2A.6.1 Collect information on the nations who entered south west India and made impacts</p> <p>2A.6.2 Collect information on the provincial states that took a of the weaknesses of the central administration and made impacts ont he Histroy of India</p>	<ul style="list-style-type: none"> • Political and cultural history of India from the end of Mauryan Empire to the begining of Gupta Empire <ul style="list-style-type: none"> • Indo - Greeks • Sakas • Kushamas • Sungas • Satavahamar 	<p>20</p>
<p>7.0 Study the growth and expansion of Indian Civilization and elucidate impacts on the Eastern World with reference to Gupta Empire</p>	<p>2A 7.1 Explain the contribution made by Gupta Empire in building the History of India</p> <p>2A 7.2 Collect information on the deteriora-tion of Gupta Empire</p>	<ul style="list-style-type: none"> • Gupta Empire <ul style="list-style-type: none"> - Expansion of Gupta empire - Administration of Gupta Empire - Economy •Agriculture and industries •Local and foreign trades - Culture * Religion and philosophy, Language and literature, Architecture, Sculpture and paintings. - Deterioration of Gupta Empire 	<p>24</p>

Competency	Competency Level	Subject Contents	No. of periods
8.0 Elucidate the influence of political and cultural affairs of pallavas towards South Asian Regions.	2A 8.1 Explain the expansion of the power of Pallavas 2A 8.2 Examine the Culture of Pallavas 2A 8.3 Elucidate the foreign relations of Pallavas and their impact on those countries.	<ul style="list-style-type: none"> • Political and cultural activities of pallavas <ul style="list-style-type: none"> • Expansion of the power Pallawas • Pallawa culture • Foreign relations of Pallawas <ul style="list-style-type: none"> • Impact of Pallawas towards for foreign countries 	12
9.0 Will study the growth and expansion of Indian civilization and elucidate contribution to the Eastern World.	2A 9.1 Expalin information on the historical turning points in North India from the end of Gupta era up to the invasions by Muslims.	* Historical turning points in North India from the end of Gupta era up to the Muslim invasions. - From the end of Gupta era up to the Muslim invasions	22

Competency	Competency Level	Subject Contents	No. of periods
10.0 Will study the history of important provincial states in South Indi	<p>2A.9.2 Explain how the Mulims laid the foundation to Change the Indian Civilization extensively</p> <p>2 A 10.1Examine the activities of Cauluky as in South India</p> <p>2A 10.2Examine the political activities of Rastakutas and Pallavas.</p>	<ul style="list-style-type: none"> * The rise of Kanyakubta under the King Harsawardhana. * The struggle for power in Kanyakubta * The political and cultural activities of Pala kings - Muslim invasions and India * Arab and Turk invasions * The fall of India under the Muslims * Conscise history of Caluky as Rastrakutas and Pandyans 	20

Competency	Competency Level	Subject Contents	No. of periods
11.0 Analyse the impact of South Indian Culture in moulding the History of India	2A 11.1 Explain the origin and development of Chola Empire 2A 11.2 Examine the expansion of Chola Empire to areas outside India 2A 11.3 Examine the administrative structure of Chola Empire 2A 11.4 Collect information on Social economic and cultural systems of Cholas	Chola Empire - Origin and expansion of Chola Empire - King Paranthaka I Rajendra I Kulothunga - Expansions of Chola Empire to outside India - Chola administrative system - Chola social and economic situation - Culture Religion, language and literature, Architecture, Sculpture and paintings	20

2B History of Europe (From 1500 AD to 1989) Grade 13

Competency	Competency Level	Subject Contents	No. of periods
9.0 Examine the organizations formed to safeguard peace in the world when the human civilization developed	2B.9.1 Analyse on the execution of Vienna conference 2B 9.2 Examine the contribution made by the Vienna Settlement in safeguarding the world peace in the later period.	Vienna Conference • Introduction to vienna conference • Reasons for calling the vienna conference • The problems that the vienna conference had to face • The activities of vienna conference • The results of the vienna settlement	15
10.0 Elucidate comparatively the political forces that helped to build the History of the world with reference to Italy and Germany	2B.10.1 Explain information with reference to the political forces of liberalism and Nationalism that provided the basis for building world history 2B.102. Examine the practical use of liberalism with reference to Unification and of Italy and unification of Germany	*The development of the theories of liberalism and nationalism after 1815AD - Political thinking • Introduction to liberalism and Nationalism • The development of liberal and National movements * Practical use of political thinking * Unification of Italy * Unification of Germany	27

Competency	Competency Level	Subject Contents	No. of periods
11.0 Comparatively elucidate the dangers of the 1st world war and the benefits of peace	<p>2B 11.1 While elucidating the manner in which the world war I was destructive to the advancement of man kind action will be taken to prevent destructive wars</p> <p>2B. 11.2 Comparatively examine the role played by the league of Nations as attempt in safeguarding peace in the world.</p>	<p>The first world war</p> <ul style="list-style-type: none"> - The war * Causes for the war <ul style="list-style-type: none"> * Long term * Short term * Expansion of the war * Results for the war - The league of Nations <ul style="list-style-type: none"> * The aims and the origin * The main features of the league (beneficial / defective) 	15

Competency	Competency Level	Subject Contents	No. of periods
12.0 Elucidate the revolution forces significant to the advancement of man kind	2B.12.1 Elucidate the manner in which the Russian Revolution took place and the causes for the Revolution 2B. 12.2 Elucidate the impact of Russian Revolution in enriching the World Civilization	* The Russian Revolution - Causes for the Russian Revolution - The manner in which the Revolution took place - The importance of the Revolution	15
13.0 Comparatively examine the political forces that helped to build the World History with reference to Fascism and Nazism	2B. 13.1 Examine the manner in which fascism and Nazism were effective 2B. 13.2 Examine the relationship between fascism and Nazism	Fascism and Nazism - Fascism in Italy <ul style="list-style-type: none"> • The reasons for the development of fascism • The results of Fascism - Nazism in Germany <ul style="list-style-type: none"> • The reasons for the development of Nazism • The results of Nazism • The relationship between the fascism and Nazism 	15

Competency	Competency Level	Subject Contents	No. of periods
<p>14.0 Will accomplish with an understanding on the destructive nature of the 2nd World war and the benefits of peace</p>	<p>2B.14.1 While elucidating the manner in which the second world war was destructive to the advancement of mankind action will be taken to prevent such war situations.</p> <p>2B.14.2 Examine on the United Nations Organization established as a means of safeguarding world peace.</p>	<ul style="list-style-type: none"> * The 2nd World war - The war <ul style="list-style-type: none"> • The causes for the war • The war • The results of the war - United Nations Organization - Aims and origins - The structure of the U.N.O * The affiliated institutions * The importance * The problems faced by the organization 	<p>15</p>

Competency	Competency Level	Subject Contents	No. of periods
15.0 Comparatively elucidate the main forces caused to build the political foundation of the Modern World	<p>2B.15.1 Analyse the influence made towards world politics by soviet Russia and United states of America through rising as two power blocks of socialism and capitalism</p> <p>2B. 15.2 Examine the contribution made by UNO in safeguarding peace among the power blocks during the cold war period.</p>	<p>The world after the Second World war</p> <ul style="list-style-type: none"> - Power blocks * Socialist block * Capitalist block * Non- aligned organization <p>The cold war</p> <ul style="list-style-type: none"> * Conflicts on concepts * Common strategies used to spread the concepts * The disintegration of the cold war * The activities of the UNO 	

Histry of the Modern World (From 1500 AD to 1989 AD) Grade 13

Competency	Competency Level	Subject Contents	No. of periods
6.0 Analyse on the New Imperialism which drastically transformed the economic and political systems of the world.	<p>2C. 6.1 While introducing New Imperialism the Causes led for the rise of such a situation will be examined</p> <p>2C. 6.2 The information on struggle for Africa will be elucidated</p>	<p>* New Imperialism</p> <p>- Introduction to New Imperialism</p> <ul style="list-style-type: none"> • Historical background which led to the rise of New Imperialism • The struggle for Africa 	15
7.0 While studying the destructive nature of the world war I will devote to safeguard peace	<p>2C. 7.1 Elucidate the manner is which the World War One was destructive to the advancement of mank kind</p> <p>2C. 7.2 Act on will be taken to prevent destructive Wars.</p>	<p>* The World War I</p> <p>- Historical background that</p> <p>- War fronts and different parties</p> <p>The results of the war</p> <p>* League of Nations</p> <p>* Rise of new states</p>	15

Competency	Competency Level	Subject Contents	No. of periods
Comparatively elucidate the main forces the caused to build the political foundation of the Modern world	<p>2C. 8.1 Elucidate the influence of USA on world politics rising as the capitalist power block</p> <p>2C.8.2 Analyse the influence of Soviet Russia on World politics rising as the socialist power block</p>	<p>Rise of USA and Soviet Russia</p> <ul style="list-style-type: none"> - United states of America * USA became strong from the Civil War * Foreign expansion of USA * Economic * Arms strength * Foreign expansion - Soviet Union * Building of Socialism after the Revolution * Soviet Union because a World power. 	25

Competency	Competency Level	Subject Contents	No. of periods
9.0 While elucidating the various movements caused in breaking Imperialism in the Modern World the value of Independence will be valued and act accordingly	<p>2C. 9.1 Collect information as on the anti imperialist movements existed world over</p> <p>2C 9.2 Examine the anti-imperialist Nationalist movements in Asia.</p> <p>2C 9.3 Examine the manner in which anti-imperialist movements rose up in Africa</p>	<ul style="list-style-type: none"> * Anti-imperialist Nationalist movements - Latin America - Asia * South Asia * South East Asia * West Asia - Africa 	20
10.0 Comparatively elucidate the destructive nature of the 2nd World War and the benefits of peace.	<p>2C. 10.1 Explain in information on the Second world war</p> <p>2C. 10.2 The influence of second world war towards advancement of mankind will be analyzed with reference to the impacts of the war</p>	<p>The Second World War</p> <ul style="list-style-type: none"> - Reasons for the war - War fronts and the parties - War tactics and the war technology - The results of the war * The world after the second world war 	15

Competency	Competency Level	Subject Contents	No. of periods
<p>11.0 While elucidating the main forces that helped in building the modern world, will understand the situation of the modern world and act accordingly</p>	<p>2C. 11.1 Analyse the manner in which the world led towards a cold war with reference to the division of the world into power blocks</p> <p>2C 11.2 Explain information on the political trends in Middle East</p> <p>2C.11.3 Analyze the break up of a strong power block with reference to soviet union.</p>	<p>The division of the world into power blocks and the competition between the blocks</p> <ul style="list-style-type: none"> • Political concepts • Economic • Technological - Political trends in the Middle East • Palestine • Israyal - The breakup of soviet union and impacts. 	<p>16</p>

Competency	Competency Level	Subject Contents	No. of periods
<p>12.0 Elucidate the manner in which international and regional organizations were formed to face the complex situation of the world.</p>	<p>2C. 12.1 Collect information on the establishment of UNO to build up a world without armed conflicts</p> <p>2C.12.2 Explain information on the common wealth established after the break down of the British empire to continue the that existed relations during the days of British Empire</p> <p>2C. 12.3 Examine the establishment of the Nonalignment movement to get rid of the two power blocks</p> <p>2C. 12.4 Examine the organizations established by the two power blocks to expand their power during the cold war.</p> <p>2C. 12.5 Elucidate the establishment of Regional organizations to fulfill their requirements</p>	<p>International and Regional Organizations</p> <ul style="list-style-type: none"> - United Nations Organization - The Common wealth - The Non alignment movement - The organizations by the two power blocks * North Atlantic organization NATO * WARSO Treaty <p>Regional organization</p> <p>South East Asian Treaty Organization</p> <p>SEATO</p> <p>Assian Organization ASEAN</p> <p>African friendship organization OAU</p> <p>European Union EU</p> <p>SAARC</p> <p>ARAB LEAGEE</p>	

4.0 Learning - Teaching Process

A History teacher should motivate the student to find information other than giving information so that the teaching will be successful. Whenever possible the students should be made to have discussions, using sources and observing. Here are some ways to guide the students to study History meaningfully.

- Visit the national museum and the provincial museums to observe archeological treasures, and participate in the programmes designed by them.
- Encourage the students to find the history of their area, and then focus on National history.
- Make arrangements for them to get information through media (Education service in the (Radio, T.V. Internet etc.)
- Encourage them to visit historical places.
- Encourage them to use sources.
- Encourage to have wall news papers, magazines, exhibitions and establishing school museums.
- As a teacher of History you have a great responsibility in producing a useful citizen who is able to look at the current issues impartially and with an open mind.

5.0 School Policies and Programs.

School programs should be prepared to provide for the development of student participation in studying successfully and usefully the subject contents of History and achieving learning experience.

Only few such programs appear in this Guide. The teacher in History therefore has the freedom to design other creative programs.

- The students could be encouraged towards discussions, seminars, debates, exhibitions and publishing magazines and wall news by forming Subject Associations with the aim of enhancing their knowledge.
- Arrange an educational tour to a historical place or an area at least once a year. It is important that the tour should be pre- planned with provisions to stabilize the knowledge of the student that he has been achieved in the classroom.
- Opportunities could be prepared to share experience with prominent historians by organizing seminars in the school.
- Community work programs connected to the school can implement for searching and presenting reports on archeological monuments in the area.
- Organize programs with the museums to provide opportunities for the students to observe and prepare reports on paintings, sculptures, carvings, and other museum objects related to their history lessons.

6.0 Assessment and Evaluation

It is intended to implement this syllabus in schools with the School Based Assessment (SBA) Process. Teachers will prepare creative teaching – learning instruments on the basic of school terms.

The First Examination under this syllabus will be held in 2011.

The details together with the format and the nature of questions will be introduced by the Department of Examination.