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UNIVERSITY OF CAMBRIDGE
LOCAL EXAMINATIONS SYNDICATE

SYLLABUSES

HISTORY

ECONOMIC AND PUBLIC
AFFAIRS

GEOGRAPHY, GEOLOGY

OVERSEA SCHOOL CERTIFICATE

OVERSEA HIGHER SCHOOL
CERTIFICATE

Georg-Eckert-Institut
für internationale
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CONTENTS

HISTORY

Overseas School Certificate	<i>page</i> 2
Overseas Higher School Certificate	12

ECONOMIC AND PUBLIC AFFAIRS

Overseas Higher School Certificate	20
------------------------------------	----

GEOGRAPHY

Overseas School Certificate	22
Overseas Higher School Certificate	26

GEOLOGY

Overseas Higher School Certificate	28
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The main changes shown in this pamphlet are indicated by black lines in the margins.

HISTORY

OVERSEA SCHOOL CERTIFICATE

There will be a choice of papers, each of 2½ hours. Candidates will take one only of Papers A–G and answer five questions.

The questions set will be designed to test a sound knowledge of historical facts, a reasonable power to select such facts as are appropriate to the questions set, and some ability to adapt the matter so selected to the requirements of the questions.

Candidates must bear in mind that a proper understanding of the period selected for special study is impossible without some outline knowledge of developments which led up to and immediately followed it.

A. British and European History, 1066–1920

The paper will be divided into four sections, 1066–1485, 1485–1688, 1688–1815 and 1815–1920. Candidates may select questions from one section or from not more than *two* consecutive sections. Each of the first *three* sections will contain

I. *British History*: at least five questions on political history, possibly including one question which is partly British and partly European and one question dealing with British possessions or colonies overseas; and at least four questions on English social and economic history.

II. *European History*: at least five questions on European political history, possibly including one or two questions which are partly European and partly British.

III. One question requiring candidates to write shortly on three topics selected from nine set, arising from British political history (three), social and economic affairs (three), and European political history (three). The type of answer required will be either a fairly detailed explanation of a single incident, a treatment in outline of a more extensive subject, or a biographical sketch as the case may be.

The section on the period, 1815–1920, will contain questions as detailed above except that (i) at least *seven* questions will be set on British political history and at least *seven* on European political history, (ii) at least *five* questions will be set on English social and economic history, (iii) *twelve* topics will be set instead of nine.

Syllabus

I. British Political and English Social and Economic History

It is recognized that there can be no clear dividing line between questions on the political and the social and economic aspects of history. Questions will be set on some of the topics indicated below. They will be grouped together in sub-sections (I) of each of the four sections.

The questions on political history will be set on major political issues and may include biographies. Questions may be asked on foreign policy, on matters affecting England, Scotland, Wales, and Ireland, and on matters affecting possessions or colonies overseas. The questions on English social and economic history may deal, over the whole period, with the structure of society and the way of life of its various sections; villages and village life, land tenure and farming; towns and town life, industry and commerce; transport and communications by land and by sea; the part played in every-day life by the medieval Church, the Church of England, and other religious bodies; the effects of the main currents of social and economic thought. Questions may be set involving a general elementary knowledge of one or more of the following in their social aspect: architecture, painting, literature, and music.

II. European History

These questions will be grouped together as sub-sections (II) of each of the four sections.

The questions will be set on the major issues and the outstanding personalities of European politics, and will touch on national politics only where these are of European importance. The history of Northern, Eastern, and South-Eastern Europe, Russia, and extra-European areas will be included only so far as it is of general European importance. Only the general strategy and general tactical considerations directing the course of the more important wars need be known. Knowledge of the circumstances and outcome, rather than of the course, of diplomatic negotiations will be required.

Although credit will be given for relevant sketches and sketch-maps, they will not be specifically required.

B. British and European History, 1871-1939

The paper will contain:

- (a) Seven questions on British History;
- (b) Seven questions on European History;
- (c) One question on topics arising from British and European History.

The nature of the period renders it impossible to indicate a definite proportion of questions on the different aspects of history—political, social, economic.

C. History of the British Empire and Commonwealth

This paper will be set on the period A.D. 1558–1939. Candidates will be asked to attempt five questions out of about fifteen set. These five may be chosen from any part of the paper, but candidates should be prepared to answer questions covering at least the period 1558–1783 or 1740–1939. They may be required to draw sketch-maps, where necessary, to illustrate their answers. Some knowledge will be required of the internal history and development of the most important countries of the Empire and Commonwealth.

D. Indian History

One paper will be set and candidates will be required to answer five questions from at least two of the Sections A, B, C. A specimen question paper may be obtained on application.

Syllabus

Section A

The physical features of sub-continental India with special emphasis on the state of India or Bharat.

The origins of Indian civilization including the Indus Valley culture. It is essential that reference should be made to contemporary ancient civilizations.

The Aryans and their way of life. Social and political institutions.

The Epic period and the Epics.

The development of Brahminism (omitting detailed reference to literature and philosophy).

Rise of Jainism and Buddhism with special reference to the life and teaching of Buddha and the later developments under Kanishka.

The Mauryan Empire with special reference to Mauryan political institutions, and economic and social conditions under Asoka.

The Gupta Age, with special reference to literary, artistic and scientific development.

Harshavardhana.

Foreign invaders of India with special reference to the Greeks and Kushans.

The expansion of Indian culture beyond the seas.

The origin and growth of the Rajputs.

The new Hinduism of the 8th century A.D. with some reference to Hindu art and architecture.

General references to the rise of the Islamic religion.

Islam in India with special reference to Muhammad bin Kasim, Mahmud of Ghazni and Muhammad of Ghor, and the causes of the Muslim successes.

Section B

The Delhi Sultanate, with special reference to its leading figures, the Rajput states and to its succession Kingdoms.

The Hindu Kingdoms of the South with special reference to the Cholas.

The Bahmini Kingdom and the five Deccan Sultanates.

The Vijayanagar Empire.

The general results of the impact of Hindu and Muslim cultures.

The Mughul Empire with special reference to its rise, its principal figures and its fall.

The general pattern of Mughul administration and of the economic life of India under the Mughuls.

The Muslim contribution to Indian architecture. The Mughul and Rajput schools of painting.

The Marathas, their origin, growth and organization.

Sikhism: its nature, growth and development of political power.

General reference to the nature and development of European relations with India, 1497-1740.

Section C

The eighteenth century. A general outline of the decline of the Mughul Empire and its succession states: the rise and decay of the Maratha confederacy. The Anglo-French struggle for supremacy, in outline.

An outline sketch of the rise of the East India Company to supremacy in India to 1857.

The Company's organization of India with special reference to the Land Settlements, the States, the Judiciary, Education and Social Reform. (*Note.* These studies may be linked with leading personalities such as Warren Hastings, Cornwallis, Lord William Bentinck.)

Indian movements for reform with special reference to Ram Mohan Roy, the Brahmo Samaj.

India under the British Crown, 1858-1905. To be studied in outline only with special reference to the development of railways and irrigation, the beginnings of self-government and the rise of the National Congress, Reform movements, such as the Aligarh Movement (Syed Ahmad Khan), Arya Samaj, etc.

Indian Constitutional Development and the Struggle for Freedom; Gokhale and Tilak; Morley-Minto Reforms; the First World War in its relation to India; the Montford Reforms; Mahatma Gandhi and Satyagraha; the Non-Co-operation and Khilafat movements, 1919-22; the Civil Disobedience movement of 1930-32; the Government of India Act of 1935 and Popular Governments in Provinces; the Muslim League and the Pakistan movement; the Second World War and its consequences in India; the Cripps Mission and the Quit India Movement of 1942; Partition and Independence.

Throughout the course attention should be directed to the broad development of the modern Indian nation and the various elements which have helped to make it, and to the study of the lives of the most significant figures in the history of the country. The part played by the Anglo-Indian community and its position to-day in the national life should also be given particular attention.

Use should be made of maps and historical atlases wherever possible.

E. Indo-Pakistan History

(For candidates in Pakistan)

One question paper will be set. Candidates must answer five questions, chosen from at least two of the Sections A, B and C.

Syllabus

Section A

The peoples and physical features of the Indo-Pakistan subcontinent with special reference to Pakistan and its border regions.

The Indus Valley culture.

The coming of the Aryans and early Hindu civilization; the caste system. Jainism and Buddhism, and their developments.

Persian and Greek influences; Alexander and the Indo-Greek kingdoms. The Mauryan and Gupta Empires.

Pre-Muslim invasions and their effects (Sakas, Pahlavas, Gujars, Kushans and their empire, Huns).

Harsha.

The state of India from the death of Harsha to the eve of the Ghaznavid invasions; the Rajput ascendancy.

Section B

The rise of Islam in outline, and the Arab conquest of Sind.

The Ghaznavid and Ghorī Empires: the Turkish invasion and conquest of North India.

Sultans of Delhi; Balban, Ala-ud-din, Muhammad bin Tughluq, Firoz Shah, Bahlol Lodi.

Muslim rule in the Deccan and the struggle with Vijayanagar.

The state of northern India on the eve of Babur's invasion.

Muslim civilization during the Sultanate period.

The advent of the Mughuls and the struggle with the Sur Dynasty.

The Mughul Empire, Akbar, Jahangir, Shah Jahan, Aurangzeb.

Political and administrative features of the Mughul Empire.

Civilization under the Mughuls.

Break up of the Mughul Empire; the Marathas and Sikhs.

Section C

Advent of the Europeans; the Portuguese, Dutch, English and French; the Anglo-French struggle.

The growth, consolidation and organization of the British power in India to 1858; relations with Indian Muslim States.

Outline of political history, 1858–1947.

Foreign relations and the two World Wars, 1818–1947.

Constitutional development.

The Nationalist movement; Hindu and Muslim contributions.

Social, religious, cultural and economic developments—communications.

The Muslim struggle for separate statehood: Quaid-i-Azam.

The birth of Pakistan.

Consolidation 1947–51, and survey of the Dominion.

Throughout the course stress should be laid on the biographical element in History.

Use should be made of maps and historical atlases wherever possible.

F. The Development of Tropical Africa¹

Candidates will answer five questions chosen from any part of the paper. Questions will not be set on the introduction. Questions on Section III. C. will contain alternatives for British East Africa, British West Africa and British Central Africa.

Introduction

(a) *Prehistory*. Primitive societies in Africa and Europe. The rise of agriculture, crafts and trade.

(b) *The Ancient World and its legacy*.

1. *The Greeks*.

(i) The City State—Athens: trade, intellectual life and democracy (Pericles).

The City State—Sparta: discipline, simplicity and war.

(ii) Alexander the Great and World Empire.

(iii) The Greek Way of Life: individualism; the search for truth (Socrates); literature and art.

¹ The Cambridge University Press has prepared text-books to cover this syllabus. Two books have been published; *Discovery, Expansion and Empire* by W. D. Hussey, which covers Section I of the syllabus; and *Central and Southern Africa*, by S. V. Lumb, which covers Section III. C. for students in British Central Africa. Two books are in the press, both for publication by 1 January 1957: *Government—in Great Britain, the Commonwealth and the Empire* by L. W. White and W. D. Hussey, which covers Section II of the syllabus; and *An Introduction to the History of East Africa* by Zoë Marsh and G. W. Kingsnorth, which covers Section III. C. for students in East Africa.

An Introduction to the History of West Africa by J. D. Fage, which is also published by the Cambridge University Press, will be found particularly useful by teachers in West Africa for Section III. C. of the syllabus.

2. *The Roman Empire.*
 - (i) Julius and Augustus.
 - (ii) Justice and Law (Marcus Aurelius and Justinian).
 - (iii) Organization: roads and government.
3. *The Jews.*
 - (i) One God.
 - (ii) Righteousness (the Prophets).
- (c) *Christendom.*
 1. Jesus Christ and Christian teaching.
 2. Constantine the Great and the growth of the Christian church.
 3. The Teutonic and other invasions and their effect on the Roman Empire.
 4. The Middle Ages:
 - (i) The Christian Empire; Rome and Byzantium.
 - (ii) The Medieval church.
 - (iii) The growth of European nations.
 5. The Renaissance and the Reformation.
- (d) *Islam.*
 1. Mohammed and his teachings.
 2. The establishment of the Arab Empire with special reference to North Africa.
 3. Civilization in the Arab Empire in relation to Greece and Byzantium.

Section I

The Modern European Background

The expansion of Europe.

- (i) Early voyages of discovery.
- (ii) The expansion of European nations overseas with special reference to Africa.
- (iii) The New World: the Spaniards, the West Indies, the settlement of North America, American Independence.

Section II

The British Background

The Development of Liberty and Responsibility.

Candidates are advised to study, in broad outline, the historical background.

A. *In Britain.*

- (i) The Sovereign.
- (ii) Parliament: The Queen and Parliament, the supremacy of the House of Commons.
- (iii) The Executive: The Crown, the Cabinet and the Civil Service.
- (iv) Local Government.

- (v) Government and the Individual. Rights and Duties: Freedom from arrest, Free Speech, Free Meeting; common defence, taxation, sacrifice for the common good.

B. *In the Commonwealth and Empire Overseas.*

- (i) The Old Dominions, e.g. Canada, Australia; The Asian members; Crown Colonies, protectorates and trustee territories.
 (ii) The principle of partnership; Head of the Commonwealth, equality of status, mutual consultations, economic links.
 (iii) Political and economic relations.

Section III

History of British Tropical Africa

A. Tropical Africa before the nineteenth century.

- (i) Early attempts at trade and colonization and missionary work from Europe and from Asia.
 (ii) The Slave Trade, internal and overseas.
 These topics may be illustrated by reference to local tribal history.

B. The History of Colonization in Tropical Africa in the nineteenth century.

C. British East Africa *or* British West Africa *or* British Central Africa.

The development of trade, agriculture, transport, mining and industry; educational, medical and other social services; constitutional progress; the development of political institutions, local and central.

G. History for Candidates in the Caribbean Area¹

Syllabus

The purpose of this paper is to test the candidate's knowledge of the history of his own world. It is considered to be of the first importance that he should understand how the community in which he lives came into being and have some knowledge of the principal ideas and forces which have influenced its development. For a proper understanding of local history, it is necessary for him also to have a general knowledge of the wider historical setting in which his community has developed. In this way the student will not only find that the history of his own community, seen in its proper perspective, becomes far more intelligible but he comes to realize that he is himself a member of a world society.

With these ends in view the paper is divided into two sections:

Section A: West Indian History with special reference to the history of the individual colonies, and

Section B: The Historical Background to West Indian History.

¹ Book IV of the series, *History of the West Indian Peoples* (Nelson), covers Section A of the syllabus. W. D. Hussey, *Discovery, Expansion & Empire* (Cambridge) covers much of Section B of the syllabus.

Section A*West Indian History*

It is expected that the candidate will have a general knowledge of the history of the Caribbean area, a more special knowledge of the history of the British West Indian Colonies, and a thorough knowledge of the history of his own Colony. The various aspects of West Indian history with which he should be familiar include:

1. The origins and traditions of the peoples of the Caribbean.
2. The development of political institutions, both central and local.
3. The slave system and its abolition.
4. Emancipation and its effect.
5. The development of agriculture and trade.
6. The growth of the community and the part played by religion and education.
7. The development of the social services.
8. Recent social, economic and constitutional developments with special reference to federation.

The candidate should be familiar with the main events and principal figures in West Indian history.

Section B*Historical Background to West Indian History*

The knowledge of the candidate will be expected to be of an outline nature only. He will be expected to have some knowledge of European History from 1453, attention being concentrated upon the Renaissance, the Reformation and Counter-Reformation, the rise of Nationalism, the French Revolution within Europe, and the Expansion of Europe without. This latter subject should occupy half the time devoted to the study of Europe, and include the whole subject of slavery.

The candidate will also be expected to have some knowledge of the history of the western hemisphere. Attention should be specially directed to the rise of the American nation, the development of Canada, and Spanish and Portuguese civilization in relation to the development of modern South America. Subjects already covered under Section A (West Indian History) will, of course, be excluded. Some knowledge of the British Empire and Commonwealth, more particularly in the New World, and including the development of Dominion Status, will also be required.

In dealing with all these subjects emphasis should be laid upon those cultural, racial and economic influences which have affected the West Indies. It is intended that both European History and the overseas expansion of Europe should be studied as far as possible with special reference to the countries of the Atlantic basin. For instance a knowledge of the internal history of central and S.E. Europe, of distant portions of the Commonwealth such as India or Australia, will not be required.

H. History for candidates in Malaya

Five questions will be set in each Section of the paper. Candidates will be required to answer **five** questions in all, including at least **two** questions from Section A, and at least **two** questions from one of Sections B, C, D.

Section A

History of Malaya from 1400 to 1945

Suggested topics—the Malacca Sultanate, coming of Islam to Malaya, Contacts between Malacca and China, India, Sumatra and Siam, The Portuguese in Malaya, The Dutch in Malaya, The Johore Empire, The Bugis and the Menangkabaus, Francis Light and the foundation of Penang, Sir Stamford Raffles and the foundation of Singapore, The Anglo-Dutch Treaty of 1824, The Straits Settlements in the nineteenth century, Intervention in the Malay States, The F.M.S., Relations with Siam and the northern states (Kedah, Perlis, Kelantan and Trengganu), Johore in nineteenth and twentieth century, Economic development; tin, introduction of rubber etc., Communications, steamships, roads, railways, Educational development. Decentralization and internal politics. Malaya and the Pacific War 1942–5.

Section B

History of the British Commonwealth, 1740–1945

Special attention should be paid to (a) those parts more closely connected with Malaya (e.g. India, Pakistan, Ceylon, Hongkong, Borneo, Australia and New Zealand) and to (b) those developments which are of general importance to the whole Commonwealth (e.g. parliamentary Governments, Dominion status, transport and communications, application of science to agriculture etc.). Some knowledge will be expected of other parts of the Commonwealth but in less detail.

Section C

The cultural background of the peoples of Malaya (Indian, Islamic, European, Chinese), down to 1900

The following topics should be studied in *broad outline only*.

(a) The main features of the Islamic religion, The Caliphate and spread of Islam, Islam in the East Indies. Malay culture.

(b) The main features of Hindu culture (e.g. caste, joint family basic ideas, principal cults, including Sikhs). Buddhism, Hinayana and Mahayana aspects. Spread and influence of Hinduism and Buddhism in South-East Asia.

(c) The main features of Chinese culture—Confucianism, Buddhism, Chinese arts and society, the imperial system. Modern trends in Chinese

society and government. Spread of Chinese influence in South-East Asia.

(d) The Greek, Judaeo-Christian and Roman contribution to European culture. The expansion of Europe overseas. Modern European political ideas.

OVERSEA HIGHER SCHOOL CERTIFICATE

Principal Subject candidates must offer two of (a), (b), (c) as follows: (a) Paper I, II or III, (b) Paper IV or V or IX, (c) Paper VI or VII or VIII.

Candidates are permitted to take three of (a), (b) and (c); they will then be assessed on the best two papers.

Candidates may not offer Paper III or VII or VIII as part of the two subjects, History and Economic and Public Affairs.

Any one paper may be offered as a subsidiary subject.

Each paper will be of 2½ hours.

Candidates must bear in mind that a proper understanding of the period selected for special study is impossible without some outline knowledge of developments which led up to and immediately followed it.

PAPER I. English History, 827–1485 (with optional questions on Roman Britain and the Saxon Occupation).

PAPER II. English History, 1485–1914 (with optional questions on the period 1914–1939).

PAPER III. British Economic History from 1815.

Candidates will be expected to have some understanding of the background of British Economic History before 1815, and to have studied the general historical background of the period after 1815.

PAPER IV. European History, 800–1494 (with optional questions on the period A.D. 337–800).

PAPER V. European History, 1494–1914 (with optional questions on the period 1914–1939).

[In Papers I, II, IV and V the choice of questions will be sufficient for candidates to confine their attention to a portion of the prescribed period (e.g. 1485–1714 or 1688–1914 in Paper II, 1494–1715 or 1715–1914 in Paper V), but there will be no formal subdivisions of the prescribed periods.]

PAPER VI. Special Subjects.¹ The prescribed list for 1956 is given on pp. 13–16.

¹ Special Subjects B. and C. will only be set if special application is made by schools not later than 1 November in the year preceding the examination and an additional fee of £2 is paid.

PAPER VII. **World Affairs since 1919.** The syllabus for this paper is given on pp. 16–18.

PAPER VIII. **Structure and Working of British Government.** (The syllabus is given on p. 20.)

PAPER IX. **World History before 1497.** A specimen paper is available on application.

Indian History. A paper in the subject, History, will be set only if application is made by schools before 1 January in the year of examination and on payment of a special fee.

Paper VI. Special Subjects, 1958

Candidates are advised to study some at least of the following books in connexion with their special subject. It has not been possible to restrict the lists to books which are known to be available for purchase but it is assumed that some of the books form part of school libraries or will be obtainable for short periods from public libraries or other sources.

Some of the books which are understood to be at present out of print are marked with an asterisk.

A. The Norman Conquest, 1042–1087

F. M. Stenton: *Anglo-Saxon England*, chapters 14 to the end (Oxford);

*F. M. Stenton: *William the Conqueror* (Putnam);

G. O. Sayles: *The Medieval Foundations of England*, chapters 13–17 (Methuen);

*A. J. Macdonald: *Lanfranc* (Oxford);

*A. Ballard: *The Domesday Inquest* (Methuen);

Cambridge Medieval History, vol. III, chapter 15; vol. V, chapters 15 and 16; *Anglo-Saxon Chronicle* (Everyman)—relevant portion.

For reference:

Hope Munz: *The Golden Warrior* (Chatto and Windus).

B. The French Revolution, 1788–1795

Candidates will be expected to know sufficient general history of the later years of the Ancien Régime to understand fully the causes of the Revolution, but there will be no detailed questions on the political history before 1788.

J. M. Thompson: *Robespierre and the French Revolution* (E.U.P.);

J. M. Thompson: *Leaders of the French Revolution* (Blackwell);

J. M. Thompson: *The French Revolution* (Blackwell);

A. Goodwin: *The French Revolution* (Hutchinson);

Lord Acton: *Lectures on the French Revolution* (Macmillan);

L. Madelin: *La Révolution Française* (Histoire de France—Hachette) (a translation has been published by Heinemann);

G. Lefebvre: *Quatre Vingt Neuf* (Maison du Livre Français) (trans. *The Coming of the French Revolution*, R. R. Palmer, available from the Oxford University Press, 32s.);

Arthur Young: *Travels in France and Italy* (French parts only) (Everyman).

For reference:

A. Mathiez: *La Révolution Française* (Collection Armand Colin) (*trans. C. A. Phillips) (Williams and Norgate);

A. de Tocqueville: *L'ancien Régime* (trans. by M. W. Patterson) (Blackwell);

Thomas Carlyle: *The French Revolution* (vol. III), any edition;

J. M. Thompson: *French Revolution Documents* (in French) (Blackwell); *Cambridge Modern History*, vol. VIII.

C. Germany, 1815–1849

R. Flenley: *Modern German History* (chapters 5–7 inclusive) (Dent 1953. 30s.);

or K. S. Pinson: *Modern Germany: Its History and Civilization* (chapters I–V) (Macmillan, New York, 1954. 35s.);

Sir C. K. Webster: *The Congress of Vienna* (Bell. 10s. 6d.);

A. Cecil: *Metternich* (Eyre & Spottiswoode, 1947. 18s.);

A. J. P. Taylor: *The Hapsburg Monarchy, 1815–1918* (Hamish Hamilton. 15s.);

*W. O. Henderson: *The Zollverein* (Cambridge);

V. Valentin: *1848: Chapters in German History* (Allen and Unwin. 12s. 6d.);

*Sir L. Namier: *1848: The Revolution of the Intellectuals* (Oxford);

Sir J. Clapham: *The Economic Development of France and Germany 1815–1914* (Cambridge, 1930) (chapters II, IV–VII).

For reference:

F. B. Artz: *Reaction and Revolution, 1814–32* (Harper Bros., 1934);

D. The Development of Canada, 1812–1870

A. B. Keith: *Selected Speeches and Documents on British Colonial Policy, 1783–1917* (World's Classics No. 215, Oxford, 1948), Part I, Sections II and IV, 7s.;

J. A. Williamson: *A Short History of British Expansion*, vol. II (3rd ed., Macmillan, 1947), 18s.;

H. E. Egerton: *A Short History of British Colonial Policy* (9th ed., revised by A. P. Newton, Methuen, 1932), 20s.;

H. E. Egerton: *The Durham Report* (abridged), with Introduction and Notes by Sir R. Coupland (Oxford, 1945), 10s.;

Chester P. Martin: *Empire and Commonwealth: Studies in Governance and Self-Government in Canada*, chapters 16–24 (Oxford, 1929), 21s.;

G. S. Graham: *Canada: A Short History* (Hutchinson, 1950), 7s. 6d.;

D. McArthur: *History of Canada* (Blackwell), 5s. 6d. or 7s. 6d.;

For reference:

- G. P. Glazebrook: *A Short History of Canada* (Oxford, 1950), 12s. 6d.;
 W. P. Morrell: *British Colonial Policy in the Age of Peel and Russell* (Oxford, 1930), 25s.;
 P. A. Knaplund: *The British Empire, 1815–1939* (H. Hamilton, 1942), 31s. 6d. Contains a useful select bibliography;
 P. A. Knaplund: *Cambridge History of the British Empire*, vols. II and VI.

E. The Condition of England, 1840–1865

This subject is intended to be a study of the social, economic and political history of England during this period. Questions will not be asked on constitutional changes and foreign affairs.

- E. Halévy: *A History of the English People* (Benn): **either** *The Age of Peel and Cobden 1841–1852* (1948) **or** *Victorian Years, 1841–1895* (1951) which incorporates the former volume;
 E. L. Woodward: *The Age of Reform, 1815–1870* (Oxford History of England), Books I and IV;
 J. L. and B. Hammond: *The Age of the Chartists, 1832–1854* (Longmans, 1930) **or** *The Bleak Age* (Penguin Books, 1947);
 G. D. H. Cole: *A Short History of the British Working Class Movement, 1789–1947* (new enlarged edition, Allen & Unwin, 1948): Part I, chapters VIII and IX; Part II, chapters I–IV and X;
 A. Redford: *The Economic History of England, 1760–1860* (Longmans, 1931), **or** G. P. Jones and A. G. Pool: *A Hundred Years of Economic Development in Great Britain* (Duckworth, 1940), Part I;
 Mark Hovell: *The Chartist Movement* (Manchester University Press, 2nd edition 1943);
 S. Maccoby (ed.): *The English Radical Tradition, 1763–1914* (Kaye, 1952): Parts IV and V.

For reference:

- John Morley: *Life of Richard Cobden* (Fisher Unwin, 1879 or later editions);
 G. M. Trevelyan: *Life of John Bright* (Constable, 1913 or later edition).

It is hoped that candidates will read some of the contemporary writings dealing with the subject, e.g. Thomas Carlyle, *Past and Present* (1843); Charles Dickens, *Hard Times* (1856); Charles Kingsley, *Yeast* (1848) **or** *Alton Locke* (1850); B. Disraeli, *Coningsby* (1844) **or** *Sybil* (1845); Mrs. Gaskell, *Mary Barton* (1848).

F. The History of South and East Asia, 1824–1939

- Sir J. Pratt: *The Expansion of Europe into the Far East* (Sylvan Press, 1947);
 G. F. Hudson: *The Far East in World Politics*;
 C. H. Philips: *India* (Hutchinson);
 T. G. Spear: *India, Pakistan and the West* (Hutchinson);

- B. H. N. Vlekke: *The Story of the Dutch East Indies* (Cambridge, Mass., 1946);
 A. G. Harvey: *The British in Burma*;
 Sir R. O. Winstedt: *Malaya and its History* (Hutchinson);
 Sir Frank Swettenham: *British Malaya* (revised ed. 1948, Allen and Unwin);
 R. Emerson: *Malayasia* (Macmillan, 1937);
 C. E. Carrington: *The British Overseas* (Cambridge, 1950) (chapters viii, xiv, Parts 1-3; xviii, Parts 1-4).
 Brian Harrison: *South-East Asia* (Macmillan, 1954).

G. Great Britain and Africa, 1880-1914

- Earl of Cromer: *Modern Egypt* (Macmillan, 1908);
 V. Halpérin: *Lord Milner and the Empire*, pp. 40-74, 86-153 (Odhams, 1952);
 or Carrington (see below), pp. 721-57;
 E. Huxley: *White Man's Country*, vol. 1 (Macmillan, 1953);
 or R. Oliver: *The Missionary Factor in East Africa* (Cambridge, 1955);
 C. P. Lucas, revised A. B. Keith: *Historical Geography of the British Colonies*, vol. III (West Africa) (Oxford, 1913);
 or J. D. Fage: *A Short History of West Africa* (Cambridge, 1955);
 B. Williams: *Life of Cecil Rhodes* (Constable, 1921);
 E. A. Walker: *A History of South Africa*, pp. 392-554 (Longmans, 1947);
 or Cambridge History of the British Empire, vol. viii;
 *I. L. Evans: *The British in Tropical Africa* (Cambridge, 1929);
For reference:
 C. E. Carrington: *The British Overseas*, pp. 639-757, 801-33 (Cambridge, 1950);
 J. L. Garvin: *Life of Joseph Chamberlain*, vol. III, pp. 3-147, 151-237, 307-23, 347-632 (Macmillan, 1934).

Paper VII. World Affairs since 1919

The aim of the examination in this subject is to promote objective understanding of the political systems, economic conditions, and social life of other nations, with some knowledge of international relations, based on a study of the period 1919-1945.

The majority of questions set will be directly on developments within the period 1919-1945, but these dates should not be taken to be rigidly exclusive. Some questions will be asked about topical problems. Candidates will be expected to show understanding of the present-day significance of developments between the two wars.

The paper will be divided into six sections, A to F, as shown below, and candidates will be expected to answer four questions in 2½ hours, taking not more than two from any one section.

Suggested Reading

In the nature of the subject it is not always possible to recommend completely satisfactory books, partly because some books on recent history show bias, and partly because on some modern problems adequate books have not yet been written. The following lists only include books such as candidates might be expected to read or to consult. Such reading should normally be supplemented, as far as possible, by the reading of pamphlets, newspapers (such as *The Times* or *The Manchester Guardian*), and the weekly and monthly periodicals.

Note. Books which are understood to be at present out of print are indicated by an asterisk.

A. The United States of America

- Either J. T. Adams: *The Epic of America* (Routledge, 1945), 10s. 6d.;
 or A. Nevins and H. S. Commager: *America: The Story of a Free People* (Oxford, 1942), 15s.;
- Ernest S. Griffith: *The American System of Government* (Methuen, 1954), 7s. 6d.;
- D. W. Brogan: *The U.S.A.: An Outline of the Country, its People and Institutions* (Oxford, 2nd ed., 1947), 7s. 6d.;
- D. W. Brogan: *Roosevelt and the New Deal* (Oxford, 1952), 16s.;
- *D. Perkins: *The Evolution of American Foreign Policy* (Oxford, 1949) (Home Universities Library No. 208);
- F. A. Shannon: *America's Economic Growth* (Macmillan Company of New York, 1940), 42s. For reference only.

B. The Union of Soviet Socialist Republics

- C. Hill: *Lenin and the Russian Revolution* (English Universities Press, 1947), 7s. 6d.;
- R. N. Carew Hunt: *The Theory and Practice of Communism* (Bles, 1950), 12s. 6d.;
- S. and B. Webb: *Soviet Communism: A New Civilization?* (Longmans, 3rd ed., in one volume, 1944), 30s. Part II only;
- I. Deutscher: *Stalin: A Political Biography* (Oxford, 1949), 25s.;
- *Sir John Maynard: *The Russian Peasant and Other Studies* (Gollancz, 1942);
- E. H. Carr: *The Bolshevik Revolution, 1917-1923* (Macmillan, 3 vols., 1950-3). For reference only.

C. The British Empire and Commonwealth

[*Excluding India, Pakistan, Ceylon and the United Kingdom*]

- Sir E. Barker: *Ideas and Ideals of the British Empire* (Cambridge, 1941), 7s. 6d.;

- Sir Ivor Jennings: *The British Commonwealth* (Hutchinson), 7s. 6d.;
 N. Mansergh: *The Commonwealth and the Nations* (R.I.I.A., 1948),
 8s. 6d.;
 G. P. de T. Glazebrook: *A Short History of Canada* (Oxford, 1950),
 12s. 6d.;
 A. Keppel-Jones: *South Africa* (Hutchinson), 8s. 6d.;
 W. L. Burn: *The British West Indies* (Hutchinson), 7s. 6d.;
 C. E. Carrington: *The British Overseas* (Cambridge, 1950), 50s., chapters
 XVI-XXI.
 W. R. Brock: *Britain and the Dominions* (Cambridge, 1951. 12s. 6d.).

D. South and South-East Asia

[*India, Pakistan, Ceylon, Burma, Malaya, Indonesia*]

- Brian Harrison: *South-East Asia. A Short History.* (Macmillan, 1954),
 12s. 6d.;
 Sir R. S. Coupland: *India: A Re-Statement* (Oxford, 1945), 12s. 6d.;
 P. E. Roberts: *History of British India* (Oxford, 3rd ed., 1951), 18s.;
 C. H. Philips: *India* (Hutchinson), 7s. 6d.;
 *A. Mellor: *India since Partition* (Turnstile Press, 1951);
 A. L. Symonds: *The Making of Pakistan* (Faber, 1949), 12s. 6d.;
 Percival Spear: *India, Pakistan and the West* (Oxford, 1949), 6s.;
 S. D. Bailey: *Ceylon* (Hutchinson), 7s. 6d.;
 B. H. M. Vlekke: *The Story of the Dutch East Indies* (Cambridge, Massa-
 chusetts, 1946);
 D. G. E. Hall: *Burma* (Hutchinson), 7s. 6d.;
 Sir R. O. Winstedt: *Malaya and its History* (Hutchinson), 8s. 6d.

For reference only:

- D. G. E. Hall: *A History of South-East Asia* (Macmillan, 1956), 42s.

E. Europe

- G. M. Gathorne-Hardy: *A Short History of International Affairs, 1920-
 1939* (Oxford, for R.I.I.A., 4th ed., 1950), 21s.;
 *R. W. Seton-Watson: *Britain and the Dictators* (Cambridge, 1938);
 *Harold Butler: *The Lost Peace* (Faber, 1941);
 R. R. Betts: *Central and South East Europe, 1945-1948* (R.I.I.A., 1950),
 18s.;
 David Thomson: *Democracy in France: The Third and Fourth Republics*
 (Oxford, for R.I.I.A., 2nd ed., 1952), 16s.;
 Gerald Brenan: *The Spanish Labyrinth* (Cambridge, 2nd ed., 1950), 31s. 6d.;
 M. H. H. Macartney: *The Rebuilding of Italy* (Cambridge, 1945), 5s.;
 *E. Wiskemann: *The Rome-Berlin Axis* (Oxford, 1949);
 Alan Bullock: *Hitler: A Study in Tyranny* (Odhams, 1952), 25s. For
 reference only.

F. General. (Modern political theories and systems, both national and international, economic policies and world trade.)

- E. H. Carr: *International Relations between the Two World Wars, 1919-1939* (Macmillan, 1947), 10s.;
- *E. H. Carr: *The New Society* (Macmillan, 1951);
- A. Cobban: *National Self-Determination* (Oxford, for R.I.I.A., 2nd ed., 1948), 15s.;
- M. J. Oakeshott: *Social and Political Doctrines of Contemporary Europe* (Cambridge, 2nd ed., 1941), 18s.;
- David Thomson: *World History from 1914 to 1950* (Oxford, 1954), 6s.;
- J. Hampden Jackson: *The Post-War Decade. A Short History of the World, 1945-55* (Gollancz, 12s. 6d.);
- United Nations Documents, 1941-1945* (R.I.I.A., 1946), 10s. 6d. For reference only.

ECONOMIC AND PUBLIC AFFAIRS

OVERSEA HIGHER SCHOOL CERTIFICATE

Principal Subject candidates may offer any two of the following 2½ hour papers. They may not offer Paper III, IV or V as part of the two subjects, Economic and Public Affairs and History.

Any one paper may be offered as a subsidiary subject.

PAPER I. **Survey of Economic and Industrial Organization.**

PAPER II. **Study of the National Income and Output.**

PAPER III. **Structure and Working of British Government.**

PAPER IV. **World Affairs since 1919.** The detailed syllabus is given on p. 16.

PAPER V. **British Economic History from 1815.**

Candidates will be expected to have some understanding of the background of British Economic History before 1815, and to have studied the general historical background of the period after 1815.

Detailed Syllabuses

PAPER I. **Survey of Economic and Industrial Organization**

(i) General description of the industrial organization of the United Kingdom. Occupations and distribution of the population.

(ii) *Structure of industry*, including agriculture. Description of industry on a small and on a large scale. Partnerships; joint stock companies; combines; monopolies; the co-operative movement. National and municipal undertakings. Public utilities.

To be illustrated from industries (including agriculture) if possible of a local character.

(iii) *Organization of labour*. Differentiation of earnings. Methods of wage payment. Function of wages boards. Trade unions. Security of the wage-earner. Social insurance. Facts relating to unemployment—its distribution according to industry, age, etc. Function of employment exchanges.

(iv) *Marketing*. Retailing. Advertising. Transport.

(v) *Functions of money and credit*. What is meant by price. Index numbers. Simple description of the English monetary system. The money market.

(vi) *System of taxation in the United Kingdom*, including rates. Expenditure of Central Government and Local Authorities.

(vii) *Exports and imports*. Balance of payments.

This paper is intended to be mainly descriptive, but it is hoped that the courses will be treated in such a way as to stimulate discussion. Questions will be set involving general ideas and the application of the facts to modern problems.

PAPER II. Study of the National Income and Output

The national income; its meaning and its measurement in real and money terms.

How the national income is produced: production and exchange; goods and services; consumption and investment.

The influence of the amount and efficiency of the factors of production upon the size of the national income; natural resources; capital; labour and skill; the work of management.

External influences affecting the national income: foreign trade; the balance of payments.

The allocation of resources through the pricing system.

The distribution of the national income.

How the national income is consumed.

Only such elementary economic theory will be required as arises naturally out of the subject-matter of this paper.

(Specimen questions were issued with this syllabus in the 1955 Set Subjects leaflet.)

Suggested Reading List

J. R. Hicks: *The Social Framework* (Oxford, 2nd ed.);

Mrs G. Williams: *Economics of Everyday Life* (Pelican Books);

H. Croome and G. King: *The Livelihood of Man* (Christophers);

A. C. Pigou: *Income* (Macmillan);

J. E. Meade and R. Stone: *National Income and Expenditure* (Bowes and Bowes);

Annual Blue Books on National Income and Expenditure. (H.M.S.O.);

Annual Economic Survey. (H.M.S.O.)

PAPER III. Structure and Working of British Government.

(i) *The main characteristics of the British Constitution.*

(ii) *Parliament and the electorate.* The electoral and party systems. The functions, privileges and working of Parliament. Rights and duties of the individual citizens.

(iii) *The Monarchy and the Executive.* The powers and influence of the Sovereign. The Prime Minister, the Cabinet and the Ministry. Principle of ministerial responsibility; relations of Ministers to the Crown, to Parliament and to the Civil Service. Delegated powers of legislation.

(iv) *The Judicial System.* Independence of the judiciary. Courts of Law. Jury System. Police.

(v) *The British Empire and Commonwealth of Nations.* The Sovereign as Head of the Commonwealth. Statute of Westminster. Dominion Status. Colonies and Trust territories and their forms of Government. Recent constitutional trends and development.

Candidates will be expected to have some understanding of the general historical background but the emphasis of the paper will be on present-day practice.

GEOGRAPHY

OVERSEA SCHOOL CERTIFICATE

The syllabus is based on the assumption that not less than three teaching periods or two hours per week, over a course of two years, will be allocated to the subject.

Paper I (2 hours). General Geography

Candidates should bring graduated rulers and protractors for this paper.

For centres in all areas, except East Africa, the Caribbean Area, and Malaya

A. *Map Work.* Map reading and interpretation, based on a contoured survey map.

B. *The Elements of Physical Geography.* The earth as a planet in relation to the sun: Latitude, Longitude, and Time. Major land forms and agencies modifying them. Configuration and surface features of the land masses. Surface movements of water in oceans and seas, omitting theories of the tides. Simple weather study based on local observation. Climate and the chief factors determining it. The major types of climate, their characteristics and distribution. The distribution of natural vegetation.

C. *The Elements of World Human Geography.* Human occupations and activities in relation to the above physical conditions and to the distribution of the major resources in cultivated vegetation, animals, power, and minerals. The distribution of population and the growth of great cities. The chief communications by sea, land and air. (A world-map question will be set in this Section.)

Note. The phrase, 'Human occupations and activities', includes industry and commerce as well as agriculture. Candidates will therefore be expected to illustrate answers by examples drawn from the great industrial areas of the world.

Centres in East Africa, the Caribbean Area and Malaya

As above except for the deletion of Section A, Map Work. Candidates will answer two questions from each of Sections B and C.

Paper II (2 hours, unless otherwise stated below). Regional Geography**Centres in India and Pakistan, etc.**

- A. The Monsoon Lands of Asia, including the East Indies, and
either B. The British Isles, treated on broad lines,
or C. The British Empire and Commonwealth in Africa, Australia
and New Zealand.

Centres in Africa (except those in East Africa)

- A. One of the following regions and the rest of Africa in less detail:
(a) Africa, south of the Zambesi.
(b) The coast of West Africa from the Senegal to the Congo and its
hinterland, including the whole basins of the Senegal and the Niger.
And
either B as defined above,
or C. The British Empire and Commonwealth in the Western Hemi-
sphere, Australia and New Zealand.

Centres in the Fiji Islands

A special syllabus for candidates in the Fiji Islands will be introduced for the 1958 examination. Details will be forwarded to schools through the Director of Education, Suva, not later than January, 1957.

Centres in East Africa (Kenya, Tanganyika, Uganda, Zanzibar) (2½ hours)

Candidates will answer 4 questions: Question 1 (Map Reading), at least *one* question from Section B, and at least *one* question from *either* Section C *or* Section D.

A. Map reading and interpretation based on a large-scale contoured survey map. A map of part of East Africa will be set; a list of individual sheets and series of sheets likely to be useful to schools in East Africa is given at the end of this leaflet. Schools should not attempt to study all or a large number of the maps listed; they are advised to prepare for this test by studying maps of the area surrounding the school or those of other areas which are known at first hand to the candidates.

B. Uganda, Kenya, Tanganyika, Zanzibar, and
either C. The rest of Africa,
or D. The British Isles treated on broad lines, Australia and New Zealand.

Centres in Malaya (2½ hours)

Candidates will answer 4 questions: Question 1 (Map Reading), at least *one* question from Section B, and at least *one* question from *either* Section C *or* Section D.

A. Map reading and interpretation based on a large-scale contoured survey map. Two *alternative* questions, (a) and (b), will be set as follows.

(a) A question based on a map similar to those set in previous years in Paper I.

(b) A question based on a map of part of Malaya. A list of sheets recommended for the use of schools is given below; it is intended to be representative of Malaya, and includes the chief centres of secondary education. Schools should not attempt to study all or a large number of the maps listed; they are advised to prepare for this test by studying maps of the areas surrounding the school or those of other areas which are known at first hand to the candidates.

All maps listed below are 1 inch to 1 mile topographic sheets, obtainable from the Survey Department, Kuala Lumpur. Schools in Singapore may obtain these maps through the Survey Dept., Fullerton Building, Singapore.

3L/12	2N/5	3B/15	3D/2
3G/9	2G/14	2M/3	3G/13
2N/9	3K/4	20/13	3A/4
2E/14	3F/4	3G/14	21/10
3D/6	2M/4	3B/14	2L/9
3L/7	2N/16	2I/9	3B/7
3F/8	3G/15		

B. Malaya, and South-East Asia (Burma, Siam (Thailand), French Indo-China (Cambodia, Laos, Viet Nam), the Philippines and the East Indies), and

either C. India, Pakistan, Ceylon, China and Japan,

or D. The British Empire and Commonwealth in Africa, Australia and New Zealand.

Centres in the Caribbean Area (2½ hours)

Candidates will answer 4 questions: Question 1 (Map Reading), at least *one* question from Section B, and at least *one* question from *either* Section C or Section D.

A. Map reading and interpretation based on a large-scale contoured survey map. A drawn map of part of the British Caribbean Area will be set. A list of maps recommended for detailed use in schools is given below; it will be noted that it has not been found possible to include maps of all British Caribbean territories. In areas not covered by the list, schools are advised to study local maps as well as examples from the list. No attempt should be made to study all or a large number of these maps. Wherever possible, candidates should prepare for this test by studying maps of the area surrounding the school or those of other areas which are known at first hand to the candidates.

B. A general study of the Caribbean Area (including British Guiana and British Honduras) with special reference to British Colonies in the area, and

either C. North America,

or D. The British Empire and Commonwealth in Africa, Australia and New Zealand.

List of Maps.

Jamaica 1 : 50,000 series of topographical maps, Sheets A to N.

Sheets B, C, D, E and L, which include the Kingston and Montego Bay areas, are available for purchase, price 4s. 6d. per copy. Other sheets are temporarily out of print. These maps are obtainable from the Director of Surveys' Office, Kingston, Jamaica. Orders from outside Jamaica and its Dependencies should be made to Messrs. Stanford, Ltd., 12-14 Long Acre, London, W.C. 2.

Trinidad and Tobago 1 : 50,000 series of topographical maps, 1926, Sheets A-H, price \$2.25 B.W.I. per copy. A discount of 25% is allowed to schools. They are obtainable from the Director of Surveys, Port-of-Spain, Trinidad.

Antigua Two sheets, headed 'East Sheet' and 'West Sheet', 1 : 25,000, D.C.S. 1947. Obtainable from the Surveyor of Public Works, Antigua, or from Messrs. Stanford, Ltd., 12-14 Long Acre, London, W.C. 2.

NOTE 1. Candidates should, where possible, make a study of their own home area or of some area of which they have *first-hand knowledge*; additional credit will be given for the application of this knowledge in the examination. Candidates will be expected to draw sketch-maps and diagrams, to illustrate their answers.

NOTE 2. Centres will normally receive copies of the papers for their own region.

Georg-Eckert-Institut
für internationale
Schulbuchforschung
Braunschweig
Schulbuchbibliothek

OVERSEA HIGHER SCHOOL CERTIFICATE

Introduction

The syllabus is based on the assumption that not less than about seven teaching periods or five hours per week, over a course of two years, will be allocated to the subject. The syllabus is similar to that for candidates at advanced level in the General Certificate of Education.

An attempt has been made in drafting the syllabus to meet the requirements of candidates in most of the areas taking the examination, in particular of candidates in Africa, India and Pakistan, Malaya and the Caribbean Area.

Principal Subject

Candidates will be expected in answering their questions to apply knowledge and experience gained through field work based on the school or home district and through other forms of personal observation. Questions will be set to encourage them to use this knowledge.

A world outline map will be provided with Papers I and II.

PAPER I (2½ hours)

Candidates will be expected to answer four questions, at least two being taken from Section A and one from Section B. A wide choice of questions will be set in each Section.

Section A. General characteristics and distribution of continents and oceans; the general character of the main sedimentary and igneous rocks as they are seen in the field. Folding and faulting in relation to relief. Weathering. Underground water. Rivers and river systems and related land forms. Land forms resulting from ice action. Land forms in dry climates. Volcanoes. Lakes. Sea coasts, including coral coasts. Evidence of elevation and depression. Tides, excluding theories of their origin. The atmosphere; pressure, winds, temperature, humidity and precipitation. Study of the weather based on simple observations and measurements. Characteristics and movements of the ocean waters as they affect climate.

Section B. The characteristics and distribution of the chief types of climate and of natural vegetation studied especially in relation to their importance to man. Formation, erosion and conservation of soil. Conditions of production of the more important foodstuffs and raw materials, including minerals. Sources of power. Distribution of population.

PAPER II (2½ hours)

Four questions should be answered; a wide choice will be given.

Candidates will be required to study (a) and (b) as follows:

(a) Any one of the following:

The West Indies and Central America, with special reference to British Colonies in the area; Africa, south of the Sahara; India, Pakistan, Burma, and Ceylon; South-east Asia.

'The West Indies and Central America' will be defined for the purposes

of this paper as follows: the West Indies, the Bahamas and Bermuda, Mexico, the Central American Republics and British Honduras, Colombia, Venezuela and the Guianas.

'South-east Asia' will be defined for the purposes of this paper as follows: the *area* including Burma, French Indo-China (Viet Nam, Cambodia, Laos), Siam (Thailand), Malaya (including Singapore), the Philippines, the East Indies, but excluding New Guinea. Political units will be defined by their 1949 frontiers.

(b) Western Europe.

The definition of Western Europe, which is arbitrary, is as follows: British Isles, France, Belgium, the Netherlands, Luxemburg, Switzerland, Germany, Denmark, Norway, and Sweden.

The regional work should be focused on the study of man's activities in relation to the physical background, and should include (i) the characteristics of each area, including its geographical and political sub-divisions and their inter-relationships; (ii) the area in its world setting, i.e. as a large geographical unit in the modern world, including the geographical background of its political and economic problems; (iii) a study of past as well as present-day influences in so far as they make a substantial contribution to the understanding of the human geography of each area. Attention should be paid to the inter-relationships between the two regions studied which have affected the internal social, economic or political geography of each.

PAPER III (1½ hours). *Practical Work*

Map reading and interpretation.

Representation of geographical data in maps and diagrams. Representation of topographical features on maps. Uses and limitations of the climatic and other distributional maps in atlases. Scales and profiles. Simple map-making by means of chain, compass, plane table. Map projections commonly used in atlases;¹ their uses and suitability for different geographical purposes. Constructions of projections are not required.

Four questions will be set; candidates will be expected to answer Question 1, and any *one* other question. The compulsory question will normally be based on a contoured survey map and will be a test of map reading and interpretation. Of the three other questions, one may consist of map interpretation based on the map provided for the compulsory test, but of a more advanced character than the compulsory question.

A special Paper III is set for candidates in Malaya. The syllabus is unchanged. Question 1 will be based on a 1 inch to 1 mile topographic sheet of Malaya; a full sheet will be provided for each candidate with the question paper.

Subsidiary Subject

Either Paper I or Paper II, as set for the Principal Subject, may be offered.

¹ Mercator, Gall, Sanson-Flamsteed (including the interrupted modification), Mollweide (including interrupted and Hemispherical), Zenithals (Polar Gnomonic, Polar Equi-distant, Polar Equal-area), Conicals (Simple, Two-standard Parallel and Bonne).

GEOLOGY

OVERSEA HIGHER SCHOOL CERTIFICATE

Subsidiary subject

Candidates will offer one written paper (2 hours) and a practical test (2½ hours).

This subject may only be offered where arrangements have been made with the Syndicate for the conduct of the Practical Examinations. Special application must be made by November in the year preceding the examination.

Minerals and Rocks. The composition and characters of the common minerals. The principal types of sedimentary rocks; comparison with modern sediments. The common types of igneous and metamorphic rocks.

Structural Geology. Stratification, dip, strike, outcrop, joints; cleavage. Relation of outcrop to the form of the land. Types of folding. Faults, their effects on outcrops. Unconformity; overlap. Outliers and inliers. The study of simple geological maps.

Igneous Activity. Modes of occurrence of igneous rocks; lava flows, necks, dykes, sills, bosses. Volcanoes; their distribution and types of eruption.

Weathering in different climates; soil formation. The work of rivers and ice. Marine erosion.

Land Forms. Their relation to geological structures. General characters of regions formed of limestone, clay, chalk, etc. Drainage systems. The origin of different types of valley and lake; river-terraces, plateaux, plains, escarpments. The forms of coasts.

Earth Movements. Elevation and depression of shore lines; raised beaches, submerged forests, drowned valleys. Mountain folding. Rifting and block movements. A simple study of earthquake phenomena.

Principles of Historical Geology. The nature and uses of fossils. The broad outlines of the structure of the home region.

Field Work. A study of geology of the school area (or other selected area), with reference to local geological maps; examination of rock exposures. The collection of specimens, the observation of agents of erosion and deposition, simple field sketching.

Practical Work. Candidates will be expected to show some acquaintance with common minerals and rocks in hand specimens, and with a few common fossils. They may be asked to draw sections across simple geological maps.

OVERSEA SCHOOL CERTIFICATE EXAMINATION

List of Individual Sheets and Series of Sheets of Maps likely to be useful
to Schools in East Africa

Obtainable from the Survey, Land and Mines Department, P.O. Box 1, Entebbe.

Map of the Uganda Protectorate. 1:1,000,000. A 1005.

District sheets of the Uganda Protectorate. 1:250,000.

Obtainable from the Director of Surveys, P.O. Box 1766, Nairobi.

Africa 1:1,000,000. Central Kenya sheet. Kenya No. 117.

East Africa. G.S.G.S. series. 1:500,000. There is a slight overlap of the sheets of this series into Northern Tanganyika.

East Africa. Kenya Series. 1:250,000. Note especially (1) Nairobi and the Aberdares sheet and (2) the Mount Kenya sheet.

Kenya Series. 1:125,000. There is a slight overlap of the sheets of this series into Northern Tanganyika.

Kenya Series. 1:50,000. Mombasa sheet.

Obtainable from the Department of Surveys and Town Planning, Dar-es-Salaam.

Africa 1:250,000. Central Province Series and special sheets.

Africa 1:125,000.

Africa 1:50,000.

Obtainable from the Land Survey Department, P.O. Box 51, Zanzibar; or from Messrs. E. Stanford Ltd., 12-14 Long Acre, London, W.C. 2.

1:63,360. Zanzibar Island and Pemba Island, each in two sheets.

Published by the Directorate of Colonial Surveys.

NOTE 1. It is likely that individual sheets in the above series will prove on occasion to be out of stock; an attempt has been made where possible to provide alternatives.

NOTE 2. The Staff of the Department of Geography of Makerere College have expressed their willingness to advise on the selection of sheets for individual schools, if any Principal desires to consult them.

SYNDICATE BUILDINGS

CAMBRIDGE

July 1956

