

SYLLABUS

Cambridge IGCSE®

History

0470

For examination in June and November 2016

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate (QN: 500/5656/6).

Changes to syllabus for 2016

This syllabus has been updated, but there are no significant changes.

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1. Introduction

1.1 Why choose Cambridge?

Recognition

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for learners aged 5 to 19. We are part of Cambridge Assessment, a department of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent in demand to UK GCSEs. Learn more at www.cie.org.uk/recognition

Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cie.org.uk/teachers

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at www.cie.org.uk/examsOfficers

Not-for-profit, part of the University of Cambridge

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at www.cie.org.uk/ISO9001

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at www.cie.org.uk/cambridgesecondary2

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

1.3 Why choose Cambridge IGCSE History?

History is the study of the past. This syllabus offers the opportunity to study world history from the nineteenth century to the beginning of the twenty-first century. Learners will explore history from a diversity of perspectives, including social, economical, cultural and political. Cambridge IGCSE History encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations.

Learners studying Cambridge IGCSE History are given the opportunity to:

- develop an interest in and enthusiasm for learning about and understanding the past
- explore historical concepts such as cause and consequence, change and continuity, and similarity and difference

- appreciate historical evidence and how to use it
- gain a greater understanding of international issues and inter-relationships
- learn how to present clear, logical arguments.

Prior learning

We recommend that learners who are beginning this course should have previously studied some History.

Progression

Cambridge IGCSEs are general qualifications that enable learners to progress directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades A* to C in Cambridge IGCSE History are well prepared to follow courses leading to Cambridge International AS and A Level History, or the equivalent.

Cambridge IGCSE is accepted by universities and employers worldwide as providing proof of historical skills, knowledge and understanding.

1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. To qualify for the Cambridge ICE award learners are required to have studied subjects from five groups: two languages from Group 1, and one subject from each of the remaining four groups. The seventh subject can be taken from any of the five subject groups.

History (0470) is in Group 2, Humanities and Social Sciences.

Learn more about Cambridge ICE at www.cie.org.uk/cambridgesecondary2

The Cambridge ICE is awarded from examinations administered in the June and November series each year.

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at info@cie.org.uk

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cie.org.uk/startcambridge. Email us at info@cie.org.uk to find out how your organisation can register to become a Cambridge school.

2. Teacher support

2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at www.cie.org.uk/igcse to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to <http://teachers.cie.org.uk> (username and password required).

2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See www.cie.org.uk/events for further information.

3. Syllabus content at a glance

All candidates study all the Core Content in **either**:

Option A

The 19th century: The Development of Modern Nation States, 1848–1914

The content focuses on the following Key Questions:

- Were the Revolutions of 1848 important?
- How was Italy unified?
- How was Germany unified?
- Why was there a civil war in the United States and what were its results?
- Why, and with what effects, did Europeans expand their overseas empires in the 19th century?
- What caused the First World War?

or:

Option B

The 20th century: International Relations since 1919

The content focuses on the following Key Questions:

- Were the peace treaties of 1919–23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948–c.1989?
- Why did events in the Gulf matter, c.1970–2000?

In addition, all candidates must also study **at least one** of the following Depth Studies:

- The First World War, 1914–18
- Germany, 1918–45
- Russia, 1905–41
- The USA, 1919–41
- China, c.1930–c.1990
- South Africa, c.1940–c.1994
- Israelis and Palestinians since 1945

4. Assessment at a glance

Cambridge IGCSE History candidates take **three** components. All candidates take Component 1 and Component 2, and choose either Component 3 or Component 4.

Components		Weighting
All candidates take:		
Component 1 2 hours Written paper Candidates answer two questions from Section A (Core Content) and one question from Section B (Depth Study). All questions are in the form of structured essays, split into three parts: (a), (b) and (c). 60 marks Externally marked	40%	
Component 2 2 hours Written paper Candidates answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each topic. For the examination in 2016, the prescribed topics are: 19th century Core Content (Option A): <ul style="list-style-type: none"> • Why, and with what effects, did Europeans expand their overseas empires in the 19th century? (<i>June examination</i>) • How was Italy unified? (<i>November examination</i>) 20th century Core Content (Option B): <ul style="list-style-type: none"> • Why did events in the Gulf matter, c. 1970–2000? (<i>June examination</i>) • To what extent was the League of Nations a success? (<i>November examination</i>) 50 marks Externally marked	33%	
and either:	or:	
Component 3 Coursework Candidates produce one piece of extended writing based on a Depth Study from the syllabus or a Depth Study devised by the Centre. 40 marks Internally marked/externally moderated	Component 4 1 hour Written paper – Alternative to Coursework Candidates answer one question on a Depth Study. 40 marks Externally marked	27%

Availability

This syllabus is examined in the June and November examination series.

This syllabus is available to private candidates.

Detailed timetables are available from **www.cie.org.uk/examsOfficers**

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 2134 Cambridge O Level History (Modern World Affairs)

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificates and Cambridge O Level syllabuses are at the same level.

5. Syllabus aims and assessment objectives

5.1 Syllabus aims

The aims of Cambridge IGCSE History are to:

- stimulate an interest in and enthusiasm for learning about the past
- promote the acquisition of knowledge and understanding of individuals, people and societies in the past
- ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
- promote an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference
- provide a sound basis for further study and the pursuit of personal interest
- encourage international understanding
- encourage the development of historical skills, including investigation, analysis, evaluation and communication skills.

5.2 Assessment objectives

The assessment objectives in Cambridge IGCSE History are:

AO1: an ability to recall, select, organise and deploy knowledge of the syllabus content

AO2: an ability to construct historical explanations using an understanding of:

- cause and consequence, change and continuity, similarity and difference
- the motives, emotions, intentions and beliefs of people in the past

AO3: an ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context

5.3 Relationship between assessment objectives and components

The approximate weightings allocated to each of the assessment objectives are summarised below.

Assessment objective	Paper 1 (marks)	Paper 2 (marks)	Paper 3 (marks)	Paper 4 (marks)	Weighting for qualification
AO1	20	10	15	15	30%
AO2	40	–	25	25	43%
AO3	–	40	–	–	27%

5.4 Grade descriptions

Grade A

To achieve a Grade A, a candidate will be able to:

- accurately recall, select and deploy relevant historical knowledge to support a coherent and logical argument
- communicate in a clear and coherent manner using appropriate historical terminology
- demonstrate an understanding of the complexity of historical concepts
- distinguish clearly between cause and consequence, change and continuity, and similarity and difference, by selectively deploying accurate and relevant historical evidence
- show an understanding of individuals and societies in the past
- understand the importance of trying to establish motives
- interpret and evaluate a wide range of historical sources and their use as evidence
- identify precisely the limitations of particular sources
- compare and contrast a range of sources and draw clear, logical conclusions.

Grade C

To achieve a Grade C, a candidate will be able to:

- recall, select and deploy relevant historical knowledge in support of a logical argument
- communicate mostly clearly and coherently, using some appropriate historical terminology
- distinguish between cause and consequence, change and continuity, and similarity and difference, by the deployment of accurate though limited evidence
- show an understanding of individuals and societies in the past
- interpret and evaluate historical sources and their use as evidence
- indicate the limitations of particular historical sources
- compare and contrast a range of sources and draw coherent conclusions.

Grade F

To achieve a Grade F, a candidate will be able to:

- recall a limited amount of accurate and relevant historical knowledge
- use simple historical terminology and communicate in an understandable form
- demonstrate a basic understanding of the historical concepts of causation, change and continuity, and similarity and difference
- display knowledge of the perspectives of other people, based on specific examples of situations and events
- interpret and evaluate historical sources and their use as evidence in a limited way
- make comparisons between pieces of evidence without drawing conclusions.

6. Syllabus content

All candidates study all the Core Content in either:

Option A **The 19th century: The Development of Modern Nation States, 1848–1914**

or

Option B **The 20th century: International Relations since 1919**

In addition, all candidates must also study **at least one** of the Depth Studies.

The Core Content outlined below is structured by **Key Questions** and **Focus Points**. The Focus Points provide guidance on what is involved in addressing each Key Question. There are times when a Focus Point is used to set the scene for a Key Question, but without apparently bearing on the Key Question itself. This helps to indicate what is required for the Key Question itself to be addressed adequately.

Candidates will be expected to demonstrate an understanding of the Key Questions and Focus Points, using knowledge of relevant historical examples.

The following description of content is not intended to be rigidly prescriptive of a school course.

6.1 Core Content: Option A

The 19th century: The Development of Modern Nation States, 1848–1914

The Core Content in Option A focuses on six Key Questions:

- 1 Were the Revolutions of 1848 important?
- 2 How was Italy unified?
- 3 How was Germany unified?
- 4 Why was there a civil war in the United States and what were its results?
- 5 Why, and with what effects, did Europeans expand their overseas empires in the 19th century?
- 6 What caused the First World War?

1 Were the Revolutions of 1848 important?

Focus Points

- Why were there so many revolutions in 1848?
- Did the revolutions have anything in common?
- Why did most of the revolutions fail?
- Did the revolutions change anything?

Specified Content

- The nature of revolutions in 1848, and the influence of liberalism and nationalism
- Causes and events of revolutions in France, Italy, Germany and the Austrian Empire
- Reasons for the failure of the revolutions.

2 How was Italy unified?

Focus Points

- Why was Italy not unified in 1848–49?
- How important was Garibaldi's contribution to unifying Italy?
- Did Cavour help or hinder the unification of Italy?
- How important for other European countries were moves towards Italian unification?

Specified Content

- Austrian influence over Italy
- Italian nationalism and the role of Mazzini
- Events of 1848–49
- Victor Emmanuel II and Cavour: Plombières, war with Austria in 1859
- Garibaldi and the invasion of Sicily and Naples
- The creation of the Kingdom of Italy, completion of unification by 1870.

3 How was Germany unified?

Focus Points

- Why was Germany not unified in 1848–50?
- How did Bismarck bring about Austria's defeat of 1866?
- How did Bismarck bring about France's defeat of 1870?
- How far was Bismarck responsible for the unification of Germany?

Specified Content

- German nationalism
- The Zollverein
- The 1848 revolution in Prussia
- The setting up and eventual failure of the Frankfurt Parliament
- Re-establishment of Austrian influence in Germany by 1850
- Bismarck as Prussian Minister-President
- Bismarck's foreign policy to 1871:
 - Schleswig-Holstein
 - the Austro-Prussian War and its consequences
 - relations with France
 - the Spanish Succession and the Franco-Prussian War
 - the creation of the German empire.

4 Why was there a civil war in the United States and what were its results?

Focus Points

- How far did slavery cause the Civil War?
- What was the significance of Lincoln's election as president?
- Why was the North able to win the war?
- Did the war change anything?

Specified Content

- Causes and consequences of the American Civil War, 1820–77:
 - differences between North and South
 - slavery, slave states and free states abolitionism
 - the 1860 election and secession of the Southern states
 - reasons for the North's victory
 - the role of Lincoln
 - reconstruction
 - how successful was reconstruction?

5 Why, and with what effects, did Europeans expand their overseas empires in the 19th century?

Focus Points

- What were the motives behind European imperialism?
- How varied were the impacts of European imperialism on Africans?
- Why, and with what effects, did Indians resist British rule?
- Why, and with what effects, did the Chinese resist European influence?

Specified Content

- Reasons for imperialism: economic, military, geopolitical, religious and cultural motives
- Europeans in Africa: case studies of French, British and Belgian imperialism, and their impacts on Africans:
 - The French model of assimilation and direct rule; Faidherbe and Senegal
 - The British model of indirect rule; Lugard and Nigeria
 - The Belgians and private imperialism; Leopold II and the Congo
- The British in India: the Mutiny, and changes it brought to British rule
- Europeans and China: the Opium Wars, the Boxer Rising and their results.

6 What caused the First World War?

Focus Points

- Did the Alliance System make war more likely or less likely?
- How far did colonial problems create tensions between the Great Powers?
- Why were problems in the Balkans so difficult for the Great Powers to solve?
- How did the assassination of Franz Ferdinand lead to war?

Specified Content

- The origins of the First World War, 1890–1914:
 - the Alliance System
 - the arms race
 - colonial rivalries
 - developments in the Balkans
 - the crisis of June–July 1914 and the outbreak of war.

6.2 Core Content: Option B

The 20th century: International Relations since 1919

The Core Content in Option B focuses on seven Key Questions:

- 1 Were the peace treaties of 1919–23 fair?
- 2 To what extent was the League of Nations a success?
- 3 Why had international peace collapsed by 1939?
- 4 Who was to blame for the Cold War?
- 5 How effectively did the USA contain the spread of Communism?
- 6 How secure was the USSR's control over Eastern Europe, 1948–c.1989?
- 7 Why did events in the Gulf matter, c.1970–2000?

1 Were the peace treaties of 1919–23 fair?

Focus Points

- What were the motives and aims of the Big Three at Versailles?
- Why did all the victors not get everything they wanted?
- What was the impact of the peace treaty on Germany up to 1923?
- Could the treaties be justified at the time?

Specified Content

- The peace treaties of 1919–23:
 - the roles of individuals such as Wilson, Clemenceau and Lloyd George in the peacemaking process
 - the impact of the treaties on the defeated countries
 - contemporary opinions about the treaties.

2 To what extent was the League of Nations a success?

Focus Points

- How successful was the League in the 1920s?
- How far did weaknesses in the League's organisation make failure inevitable?
- How far did the Depression make the work of the League more difficult?
- How successful was the League in the 1930s?

Specified Content

- The League of Nations:
 - strengths and weaknesses in its structure and organisation: work of the League's agencies/humanitarian work
 - successes and failures in peacekeeping during the 1920s
 - the impact of the World Depression on the work of the League after 1929
 - the failures of the League in the 1930s, including Manchuria and Abyssinia.

3 Why had international peace collapsed by 1939?

Focus Points

- What were the long-term consequences of the peace treaties of 1919–23?
- What were the consequences of the failures of the League in the 1930s?
- How far was Hitler's foreign policy to blame for the outbreak of war in 1939?
- Was the policy of appeasement justified?
- How important was the Nazi–Soviet Pact?
- Why did Britain and France declare war on Germany in September 1939?

Specified Content

- The collapse of international order in the 1930s
- The increasing militarism of Germany, Italy and Japan
- Hitler's foreign policy to 1939:
 - the Saar
 - remilitarisation of the Rhineland
 - involvement in the Spanish Civil War
 - Anschluss with Austria
 - appeasement
 - crises over Czechoslovakia and Poland
 - the outbreak of war.

4 Who was to blame for the Cold War?

Focus Points

- Why did the USA–USSR alliance begin to break down in 1945?
- How had the USSR gained control of Eastern Europe by 1948?
- How did the USA react to Soviet expansionism?
- What were the consequences of the Berlin Blockade?
- Who was the more to blame for starting the Cold War: the USA or the USSR?

Specified Content

- The origins of the Cold War:
 - the 1945 summit conferences and the breakdown of the USA–USSR alliance in 1945–46
 - Soviet expansion into Eastern Europe to 1948, and American reactions to it
 - the occupation of Germany and the Berlin Blockade
 - NATO and the Warsaw Pact.

5 How effectively did the USA contain the spread of Communism?

Focus Points

This Key Question will be explored through case studies of the following:

- America and events in Korea, 1950–53
- America and events in Cuba, 1959–62
- American involvement in Vietnam.

Specified Content

- Events of the Cold War
- Case studies of:
 - American reactions to the Cuban revolution, including the missile crisis and its aftermath
 - American involvement in the Vietnam War, e.g. reasons for involvement, tactics/strategy, reasons for withdrawal
 - American reactions to North Korea's invasion of South Korea, involvement of the UN, course of the war to 1953.

6 How secure was the USSR's control over Eastern Europe, 1948–c.1989?

Focus Points

- Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition?
- How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?
- Why was the Berlin Wall built in 1961?
- What was the significance of 'Solidarity' in Poland for the decline of Soviet influence in Eastern Europe?
- How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe?

Specified Content

- Soviet power in Eastern Europe:
 - resistance to Soviet power in Hungary (1956) and Czechoslovakia (1968)
 - the Berlin Wall
 - 'Solidarity' in Poland
 - Gorbachev and the collapse of Soviet control over Eastern Europe.

7 Why did events in the Gulf matter, c.1970–2000?

Focus Points

- Why was Saddam Hussein able to come to power in Iraq?
- What was the nature of Saddam Hussein's rule in Iraq?
- Why was there a revolution in Iran in 1979?
- What were the causes and consequences of the Iran-Iraq War, 1980–88?
- Why did the First Gulf War take place?

Specified Content

- The rise to power of Saddam Hussein in Iraq
- The rule of Saddam Hussein up to 2000, and the consequences of his rule for different groups in Iraq
- The nature of the Shah's rule in Iran and the Iranian Revolution of 1979
- The causes and consequences of the Iran-Iraq War, 1980–88; Western involvement in the war
- The causes, course and consequences of the Gulf War, 1990–91.

6.3 Depth Studies

Candidates must study at least **one** of the following Depth Studies:

- A The First World War, 1914–18
- B Germany, 1918–45
- C Russia, 1905–41
- D The USA, 1919–41
- E China, c.1930–c.1990
- F South Africa, c.1940–c.1994
- G Israelis and Palestinians since 1945

Depth Study A: The First World War, 1914–18

1 Why was the war not over by December 1914?

Focus Points

- How was the Schlieffen Plan intended to work?
- How important was Belgium's reaction to the Schlieffen Plan?
- How successful was the British Expeditionary Force (BEF)?
- Why did both sides introduce trenches?

2 Why was there stalemate on the Western Front?

Focus Points

- Why did the war become bogged down in the trenches?
- What was living and fighting in the trenches like?
- How important were new developments such as tanks, machine guns, aircraft and gas?
- What was the significance of the battles of Verdun and the Somme?

3 How important were other fronts?

Focus Points

- Who won the war at sea?
- Why did the Gallipoli campaign of 1915 fail?
- Why did Russia leave the war in 1918?
- What was the impact of war on civilian populations?

4 Why did Germany ask for an armistice in 1918?

Focus Points

- What was the importance of America's entry into the war?
- Why was the German offensive of 1918 unsuccessful?
- Why did revolution break out in Germany in October 1918?
- Why was the armistice signed?

Specified Content

- The Schlieffen Plan in operation
- The Battles of Mons, the Marne and Ypres:
 - the reaction to the 'stalemate'
 - the nature and problems of trench warfare
- The main battles of the war including the Somme and Verdun:
 - the leadership and tactics of Haig at the Battle of the Somme
 - the nature and problems of trench warfare
 - the use and impact of new methods of warfare
- The war at sea:
 - the Battle of Jutland and its consequences
 - the use of convoys and submarines and the U-boat campaign
- The reasons for, and results of, the Gallipoli campaign
- The impact of war on civilian populations
- Events on the Eastern Front and the defeat of Russia
- The German offensive and the Allied advance:
 - the impact of American entry into the war
- Conditions in Germany towards the end of the war:
 - the Kiel Mutiny and German Revolution
 - the abdication of the Kaiser
- The armistice.

Depth Study B: Germany, 1918–45

1 Was the Weimar Republic doomed from the start?

Focus Points

- How did Germany emerge from defeat at the end of the First World War?
- What was the impact of the Treaty of Versailles on the Republic?
- To what extent did the Republic recover after 1923?
- What were the achievements of the Weimar period?

2 Why was Hitler able to dominate Germany by 1934?

Focus Points

- What did the Nazi Party stand for in the 1920s?
- Why did the Nazis have little success before 1930?
- Why was Hitler able to become Chancellor by 1933?
- How did Hitler consolidate his power in 1933–34?

3 The Nazi regime

(a) How effectively did the Nazis control Germany, 1933–45?

Focus Points

- How much opposition was there to the Nazi regime?
- How effectively did the Nazis deal with their political opponents?
- How did the Nazis use culture and the mass media to control the people?
- Why did the Nazis persecute many groups in German society?
- Was Nazi Germany a totalitarian state?

(b) What was it like to live in Nazi Germany?

Focus Points

- How did young people react to the Nazi regime?
- How successful were Nazi policies towards women and the family?
- Did most people in Germany benefit from Nazi rule?
- How did the coming of war change life in Nazi Germany?

Specified Content

- The Revolution of 1918 and the establishment of the Republic
- The Versailles Settlement and German reactions to it
- The Weimar Constitution, the main political divisions, the role of the army
- Political disorder, 1919–23:
 - economic crises and hyper-inflation
 - the occupation of the Ruhr
- The Stresemann era
- Cultural achievements of the Weimar period
- The early years of the Nazi Party:
 - Nazi ideas and methods
 - the Munich Putsch
 - the roles of Hitler and other Nazi leaders
- The impact of the Depression on Germany:
 - political, economic and social crisis of 1930–33
 - reasons for the Nazis' rise to power
 - Hitler takes power
 - the Reichstag Fire and the election of 1933
- Nazi rule in Germany:
 - the Enabling Act
 - the Night of the Long Knives
 - the death of Hindenburg
 - the removal of opposition
 - methods of control and repression
 - use of culture and the mass media
- Economic policy including re-armament
- Different experiences of Nazi rule:
 - women and young people
 - anti-Semitism
 - persecution of minorities
 - opposition to Nazi rule
- Impact of the Second World War on Germany:
 - the conversion to war economy
 - the Final Solution.

Depth Study C: Russia, 1905–41

1 Why did the Tsarist regime collapse in 1917?

Focus Points

- How well did the Tsarist regime deal with the difficulties of ruling Russia up to 1914?
- How did the Tsar survive the 1905 Revolution?
- How far was the Tsar weakened by the First World War?
- Why was the revolution of March 1917 successful?

2 How did the Bolsheviks gain power, and how did they consolidate their rule?

Focus Points

- How effectively did the Provisional Government rule Russia in 1917?
- Why were the Bolsheviks able to seize power in November 1917?
- Why did the Bolsheviks win the Civil War?
- How far was the New Economic Policy a success?

3 How did Stalin gain and hold on to power?

Focus Points

- Why did Stalin, and not Trotsky, emerge as Lenin's successor?
- Why did Stalin launch the Purges?
- What methods did Stalin use to control the Soviet Union?
- How complete was Stalin's control over the Soviet Union by 1941?

4 What was the impact of Stalin's economic policies?

Focus Points

- Why did Stalin introduce the Five-Year Plans?
- Why did Stalin introduce collectivisation?
- How successful were Stalin's economic changes?
- How were the Soviet people affected by these changes?

Specified Content

- The main features of Tsarist rule and Russian society before the First World War:
 - the 1905 Revolution and its aftermath
 - attempts at reform
- The First World War and its impact on the Russian people
- The March Revolution of 1917
- The Provisional Government and the Soviets, the growing power of revolutionary groups
- Reasons for the failure of the Provisional Government
- The Bolshevik seizure of power, the role of Lenin
- The main features of Bolshevik rule, the Civil War and War Communism, and reasons for the Bolshevik victory
- The Kronstadt Rising and the establishment of the New Economic Policy
- Lenin's death and the struggle for power
- Reasons for Stalin's emergence as leader by 1928
- Stalin's dictatorship:
 - use of terror
 - the Purges
 - propaganda and official culture
- Stalin's economic policies and their impact:
 - the modernisation of Soviet industry
 - the Five-Year Plans
 - collectivisation in agriculture
- Life in the Soviet Union:
 - the differing experiences of social groups
 - ethnic minorities and women.

Depth Study D: The USA, 1919–41

1 How far did the US economy boom in the 1920s?

Focus Points

- On what factors was the economic boom based?
- Why did some industries prosper while others did not?
- Why did agriculture not share in the prosperity?
- Did all Americans benefit from the boom?

2 How far did US society change in the 1920s?

Focus Points

- What were the 'Roaring Twenties'?
- How widespread was intolerance in US society?
- Why was Prohibition introduced, and then later repealed?
- How far did the roles of women change during the 1920s?

3 What were the causes and consequences of the Wall Street Crash?

Focus Points

- How far was speculation responsible for the Wall Street Crash?
- What impact did the crash have on the economy?
- What were the social consequences of the crash?
- Why did Roosevelt win the election of 1932?

4 How successful was the New Deal?

Focus Points

- What was the New Deal as introduced in 1933?
- How far did the character of the New Deal change after 1933?
- Why did the New Deal encounter opposition?
- Why did unemployment persist despite the New Deal?
- Did the fact that the New Deal did not solve unemployment mean that it was a failure?

Specified Content

- The expansion of the US economy during the 1920s:
 - mass production in industries for cars and consumer durables
 - the fortunes of older industries
 - the development of credit and hire purchase
 - the decline of agriculture
- Weaknesses in the economy by the late 1920s
- Society in the 1920s:
 - the 'Roaring Twenties'
 - film and other media
 - Prohibition and gangsterism
 - restrictions on immigration, the 'Red Scare', religious intolerance
 - discrimination against black Americans
 - the Ku Klux Klan
 - the changing roles of women
- The Wall Street Crash and its financial, economic and social effects
- The reaction of President Hoover to the crash
- The presidential election of 1932; Hoover's and Roosevelt's programmes
- Roosevelt's inauguration and the 'Hundred Days'
- The New Deal legislation, the 'alphabet agencies' and their work, and the economic and social changes they caused
- Opposition to the New Deal:
 - the Republicans
 - the rich
 - business interests
 - the Supreme Court
 - radical critics like Huey Long
- The strengths and weaknesses of the New Deal programme in dealing with unemployment and the Depression.

Depth Study E: China, c.1930–c.1990

1 Why did China become a Communist State in 1949?

Focus Points

- Why did the Communists undertake the Long March in 1934?
- What was the importance of the Communist settlement at Yen-an?
- How far did the Second World War weaken the Nationalist government?
- Why was there a civil war and why did the Communists win it?

2 How far had Communist rule changed China by the mid-1960s?

Focus Points

- What changes in agriculture did Communist rule bring?
- What was the impact of the Communists' social reforms?
- How successful were the Five-Year Plans in increasing production?
- Did the Chinese people benefit from Communist rule?

3 What was the impact of Communist rule on China's relations with other countries?

Focus Points

- What have been China's changing relationships with neighbouring states?
- Why did China try to improve relations with the USA after 1970?
- How far was China established as a superpower by the time of Mao's death?
- How far have China's relations with other powers improved since Mao's death?

4 Has Communism produced a cruel dictatorship in China?

Focus Points

- Why did Mao launch the Cultural Revolution?
- What was the impact of the Cultural Revolution in China?
- How was the power struggle after the death of Mao resolved?
- How far did economic development of the 1980s produce social and political change?

Specified Content

- Kuomintang and Communist conflict:
 - the Shanghai Massacre and the five extermination campaigns
 - the Long March
 - life at Yen-an
 - impact of Japanese incursions on the Nationalist government and the Communists
 - Xian Incident, 1936
 - causes and events of the civil war
- The nature of Chinese Communism
- Communist rule in the 1950s and 1960s:
 - Agrarian reform from 1950
 - people's courts and the treatment of landlords
 - the establishment of collectives and communes
- Industrial developments:
 - the Five-Year Plans
 - the Great Leap Forward
- Social change:
 - the role of women
 - health
 - education
 - propaganda and the destruction of traditional culture
- Chinese foreign policy:
 - changing relations with the USSR
 - relations with other neighbouring countries, Tibet, India, Vietnam, Taiwan
- Closer relations with the USA from 1970
- Hong Kong
- Impact of China's relations with the rest of the world on its economic liberalisation since Mao's death
- The Communist Party dictatorship:
 - repression of political opposition
 - the Hundred Flowers campaign
 - treatment of minority groups
 - the Cultural Revolution
 - the role and status of Mao
 - the power struggle after Mao's death and the re-emergence of Deng
 - the social and political consequences of economic change in the 1980s and 1990s.

Depth Study F: South Africa, c.1940–c.1994

1 What were the foundations of the apartheid state?

Focus Points

- How far had segregation been established by 1940?
- What was the impact of government policies on the non-white population by 1940?
- How successful was the economic development of South Africa by 1945?
- Why did the National Party win the election of 1948?

2 How successfully was apartheid established between 1948 and 1966?

Focus Points

- What were the main features of the apartheid system set up by the National Party after 1948?
- What consequences did apartheid have for the people of South Africa?
- How did opposition to apartheid develop between 1948 and 1964?
- What were the effects of the government's response to opposition by 1966?

3 To what extent did South Africa change between 1966 and 1980?

Focus Points

- How significant were the policies of the National governments from 1966 to 1980?
- To what extent did black opposition change in this period?
- How far did economic factors improve lives by 1980?
- What was the impact of external opposition to apartheid?

4 Why did white minority rule come to an end?

Focus Points

- What were the effects of the policies of P.W. Botha?
- What was the significance of individual leaders in the collapse of apartheid?
- Why did violence increase between 1980 and the early 1990s?
- To what extent was there a smooth transition of power between 1989 and 1994?

Specified Content

- Existing policies and social, economic and political effects of:
 - pass laws
 - black ‘locations’
 - colour-bar on employment
 - land acts
 - restrictions on political rights
- Developments in mining, manufacturing and agriculture; state involvement
- Impact of the Second World War on South Africa
- British and Afrikaaner regional differences and the 1948 election
- Legislation and methods of enforcement after 1948
- Effects on employment, families, location, education, coloureds
- Response of white population
- Development and effects in South Africa of:
 - ANC aims and campaigns
 - women’s resistance
 - ANC and PAC split
 - Umkhonto we Sizwe and Rivonia Trial
 - Sharpeville and Langa
- International effects; 1961 South African Republic
- Changes in methods of suppression and effects from 1966
- Divisions in ANC and PAC in exile; significance of Black Consciousness
- Differing effects of economic developments
- Organisation for African Unity and bases; UN sanctions; government response
- ‘Total strategy’ and reforms; social and political effects
- The role and motives of:
 - President de Klerk
 - ANC leaders
 - Desmond Tutu
 - Chief Buthelezi
- School boycotts and township unrest
- White extremism
- Economic and international factors
- Power-sharing aims and responses
- 1994 general election.

Depth Study G: Israelis and Palestinians since 1945

1 How was the Jewish state of Israel established?

Focus Points

- What was the significance for Palestine of the end of the Second World War?
- What were the causes of conflict between Jews and Arabs in Palestine?
- Why did the Arabs reject UNO plans to partition Palestine?
- Why was Israel able to win the war of 1948–49?

2 How was Israel able to survive despite the hostility of its Arab neighbours?

Focus Points

- Why was Israel able to win the wars of 1956, 1967 and 1973?
- How significant was superpower involvement in Arab–Israeli conflicts?
- How important was oil in changing the nature of the Arab–Israeli conflict?
- By the 1990s, how far had problems which existed between Israel and her neighbours been resolved?

3 What was the impact of the Palestinian refugee issue?

Focus Points

- Why were there so many Palestinian refugees?
- How effective was the PLO in promoting the Palestinian cause?
- Why did Arab states not always support the Palestinian cause?
- How did international perceptions of the Palestinian cause change over time?

4 Why has it proved impossible to resolve the Arab–Israeli issue?

Focus Points

- Why has the United Nations been unable to secure a lasting peace?
- How far have international diplomatic negotiations improved Israel's relations with Arab states and the Palestinians?
- How have divisions within Israel affected the peace process?
- How have rivalries among Palestinians affected progress towards a settlement?

Specified Content

- The Arab and Jewish peoples of Palestine:
 - different cultures, races, languages
- The aftermath of the Second World War:
 - Jewish immigration
 - Jewish nationalism and the ending of the British mandate
 - the declaration of the state of Israel and the war of 1948–49
- Israel and its Arab neighbours:
 - the Suez War (1956)
 - the Six-Day War (1967)
 - the Yom Kippur War (1973) and Israeli incursions into Lebanon
 - the oil weapon: changes in USA and Western thinking
- The Palestinians to c.1992:
 - the refugee problem
 - Palestinian nationalism and the formation of the PLO
 - activities of the PLO, and international acceptance
 - the role of Arafat
 - relations between the PLO and Arab states
 - relations with Israel and moves towards the creation of a Palestinian state
- Moves towards peace:
 - United Nations: resolutions, aid and peace-keeping duties
 - Camp David meetings; the Oslo Accords
 - the establishment of the Palestinian Authority, 1996
- Divisions that restricted progress towards peace:
 - political parties: Likud, Labour
 - how elections in Israel affected the peace process
 - religious issues
- Rivalries among Palestinians:
 - the nature of the PLO at its founding
 - Intifada, and the rise of Hamas
 - Hezbollah and Gaza.

7. Description of components

7.1 Component 1: Written paper

The written paper lasts two hours.

Candidates answer two questions from Section A and one question from Section B.

Section A contains eight questions: four questions will be set from the 19th century Core Content in Option A and four questions will be set from the 20th century Core Content in Option B. Candidates answer any **two** questions.

Section B contains two questions on each of the seven Depth Studies. Candidates answer **one** question.

All questions on Component 1 are in the form of structured essays, split into three parts: (a), (b) and (c).

This is a compulsory component.

The paper is an externally set assessment, marked by Cambridge.

7.2 Component 2: Written paper

The written paper lasts two hours.

Candidates answer six questions on either the prescribed topic from the Core Content in Option A or the prescribed topic from the Core Content in Option B.

Each option includes a range of source material relating to the prescribed topic, and the six questions are based on the source material provided.

For the examination in 2016, the prescribed topics are:

19th century (Option A):

- Why, and with what effects, did Europeans expand their overseas empires in the 19th century? (*June examination*)
- How was Italy unified? (*November examination*)

20th century (Option B):

- Why did events in the Gulf matter, c. 1970–2000? (*June examination*)
- To what extent was the League of Nations a success? (*November examination*)

This is a compulsory component.

The paper is an externally set assessment, marked by Cambridge.

7.3 Component 3: Coursework

Candidates produce one piece of extended writing, up to 2000 words in length, based on content taken from any of the Depth Studies. Centres can devise a Depth Study of their own, if they want to cover the history of countries not included in the current Depth Studies, but these must be approved by Cambridge in advance. The coursework should be based on a single question and should not be broken down into sub-questions. The coursework must be focused on the issue of significance and must target assessment objectives 1 and 2.

The coursework component is internally assessed and externally moderated.

Teachers may not undertake Centre-based assessment until they have been accredited by Cambridge. Accreditation usually follows the successful completion of the *Cambridge IGCSE History Coursework Training Handbook*. Contact Cambridge for more information.

7.4 Component 4: Written paper

The written paper lasts one hour.

Candidates answer **one** question from a choice of **two** on each of the Depth Studies. Questions will focus on the issue of significance, testing assessment objectives 1 and 2.

The paper is an externally set assessment, marked by Cambridge.

8. Coursework: guidance for Centres

8.1 Approval of coursework schemes

To help Centres devise and set appropriate coursework schemes (especially those Centres preparing coursework for the first time for this exam), Cambridge coursework consultants advise on, assess and approve proposed coursework schemes. These schemes should consist of a programme of study and a coursework task. Centres must send their coursework schemes (at any time during the course) to:

The Product Manager
Cambridge IGCSE History
Cambridge International Examinations
1 Hills Road
Cambridge
CB1 2EU
UK

Or email the proposed coursework scheme to **info@cie.org.uk** marked for the attention of the Product Manager, Cambridge IGCSE History.

Cambridge will return coursework consultants' comments as quickly as possible. Once Cambridge has approved a coursework scheme, Centres do **not** need to resubmit it annually, unless it changes.

8.2 The nature, setting and assessment of coursework

Candidates must complete one coursework assignment, based on content taken from one of the Depth Studies. Centres can devise a Depth Study of their own, if they want to cover the history of countries not included in the current Depth Studies, but these must be approved in advance by Cambridge (see above).

The assignment must:

- consist of one extended piece of writing up to 2000 words in length. Any part of the answer beyond 2000 words will not be assessed
- be based on a single question about the significance of an individual, group, organisation, development, place or event
- allow candidates to develop and support their own arguments and judgements
- allow candidates to meet the requirements of assessment objectives AO1 and AO2.
- be assessed using the Cambridge generic mark scheme.

Examples of possible assignment tasks:

- How important was Lenin in the period 1917–24?
- How far was the New Deal a turning point in US history to 1941?
- How far has Mao's importance in Chinese history in the second half of the twentieth century been exaggerated?

For further guidance on the devising of coursework schemes and the setting and assessing of answers, see the *Cambridge IGCSE History Coursework Training Handbook*.

The Cambridge generic mark scheme (see page 36) must be used to assess completed work.

Coursework will be assessed using assessment objectives AO1 and AO2. These are weighted as follows:

AO1: 15 marks

AO2: 25 marks

However, coursework should be assessed holistically with one overall mark being awarded using the generic mark scheme.

8.3 The completion of coursework by candidates

Coursework may be produced in class or in the candidate's own time. Teachers can offer general guidance on how best to approach a coursework task, but must be careful not to exert too much influence over candidates' decisions. Coursework must be the candidate's own work. Any quotations and copied material must be fully acknowledged. Once coursework has been assessed, candidates are **not** allowed to repeat the task or redraft their work.

All coursework which is submitted for moderation must be kept in flat card files (not ring binders). They must be marked with candidates' names and numbers, and the Centre name and number clearly visible.

8.4 The generic mark scheme for coursework

How to use the mark scheme:

- Each level descriptor covers all the relevant assessment objectives.
- The descriptors should be read and applied as a whole.
- Make a best-fit match between the whole answer and the level descriptors.

Candidates do not have to meet all the requirements within a level before an answer can be placed in that level. The question to be asked about an answer is 'does it match e.g. Level 4 better than it matches Level 3?'

The extent to which the statements within the level have been achieved will be crucial. For example, if a marker is undecided between placing an answer in Level 2 or Level 3 but finally decides Level 3 is a better fit, the answer will be placed at the bottom of that level. The following are the key elements to look for in an answer:

- relevance and focus
- a direct answer to the question
- command of the history and an ability to use this to support arguments and judgements.

Level	Marks	Description
Level 5	36–40	<ul style="list-style-type: none"> • Candidates demonstrate and select and effectively deploy relevant and accurate contextual knowledge. • Candidates select a wide range of relevant information which is well-organised and deployed effectively. • Candidates demonstrate excellent understanding of the significance of the key features, reasons, results or changes of societies, events, beliefs, people and situations studied with good awareness of the importance of interrelationships and the broad context. • Candidates consistently produce relevant, effective, convincing and well-supported arguments and judgements. • Candidates produce conclusions that are entirely consistent with the rest of the answer and are effectively supported.
Level 4	27–35	<ul style="list-style-type: none"> • Candidates demonstrate and select and effectively deploy mostly relevant and accurate contextual knowledge. • Candidates select a range of relevant information which is generally well-organised and effectively deployed. • Candidates demonstrate a good understanding of the significance of the key features, reasons, results or changes of societies, events, beliefs, people and situations studied with good awareness of the broad context. • Candidates demonstrate some understanding of interrelationships in the period studied. • In several places, candidates produce relevant, effective, convincing and well-supported arguments and judgements. • Candidates produce conclusions that are argued and supported.

Level 3	18–26	<ul style="list-style-type: none"> • Candidates demonstrate and select some relevant contextual knowledge and deploy it appropriately to address the question in several parts of the answer. • Candidates select and organise mostly relevant information which is sometimes deployed relevantly. • Candidates demonstrate a reasonable understanding of the key features, reasons, results or changes of societies, events, beliefs, people and situations studied with some awareness of the broad context. • Candidates produce structured descriptions and some reasonable explanations. • Candidates make some comparisons or links. • Candidates produce conclusions that are based on basic explanations with some support.
Level 2	9–17	<ul style="list-style-type: none"> • Candidates demonstrate some limited contextual knowledge. • Candidates select and organise some relevant information. This is deployed relevantly on a few occasions. • Candidates describe or narrate some relevant key features, identifying and describing some reasons, results and changes of societies, events, beliefs, people and situations studied but with limited awareness of the broad context. • Candidates demonstrate some ability to structure descriptions or narratives. • Candidates attempt some obvious comparisons or links. • Candidates assert relevant conclusions but these are not explained or supported.
Level 1	1–8	<ul style="list-style-type: none"> • Candidates demonstrate little relevant contextual knowledge. • Candidates demonstrate limited ability to select and organise information. • Candidates describe or narrate a few relevant key features. The work contains a little relevant information but this is not deployed relevantly in terms of answering the question.
Level 0	0	<ul style="list-style-type: none"> • Candidates submit no evidence or do not address the question.

Recording candidates' marks

Candidates' marks for the coursework component must be recorded on the Individual Candidate Record Card produced by Cambridge. These forms, and the instructions for completing them, may be downloaded from www.cie.org.uk/samples. The database will ask you for the syllabus code (i.e. 0470) and your Centre number, after which it will take you to the correct forms. Follow the instructions when completing each form.

8.5 Notes on moderation

Internal moderation

If two or more teachers within a Centre are involved in internal assessment of coursework, Centres must make arrangements to ensure that all candidates are assessed to a common standard.

The internally moderated marks for all candidates must be recorded on the Coursework Assessment Summary Form. This form, and the instructions for completing it, may be downloaded from **www.cie.org.uk/samples**. The database will ask you for the syllabus code (i.e. 0470) and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

External moderation

External moderation of internal assessment is carried out by Cambridge.

- Centres must submit the internally assessed **marks of all** candidates to Cambridge.
- Centres must also submit the internally assessed **work** of a **sample** of candidates to Cambridge. The *Cambridge Administrative Guide*, available on our website, provides details of which candidates are to be included in the sample.

The deadlines and methods for submitting internally assessed marks and work are in the *Cambridge Administrative Guide* available on our website.

8.6 Notes on the *Individual Candidate Record Card* and the *Coursework Assessment Summary Form*

The *Individual Candidate Record Card* can be found at www.cie.org.uk/samples

Note: The *Individual Candidate Record Card* is only to be used by teachers for candidates who have undertaken coursework as part of the Cambridge IGCSE Certificate.

The *Coursework Assessment Summary Form* can also be found at **www.cie.org.uk/samples**. To complete the form, follow the instructions printed on the back.

More details on procedures for external moderation are also given on the back of this form.

9. Other information

Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website www.cie.org.uk/examsofficer

Language

This syllabus and the associated assessment materials are available in English only.

Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, A* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

10. Additional information for England, Wales and Northern Ireland

This syllabus appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>) as a Cambridge International Level 1/Level 2 Certificate. In other contexts it is known as a Cambridge IGCSE.

Cambridge International Level 1/Level 2 Certificates are approved for regulation in England, Wales and Northern Ireland and are eligible for inclusion in school and college performance tables.

For up-to-date information on the performance tables, including the list of qualifications which count towards the English Baccalaureate, please go to the Department for Education website and search on 'performance tables'.

Candidates who are awarded grades D to G will have achieved an award at Level 1 of the National Qualifications Framework. Candidates who are awarded grades A* to C will have achieved an award at Level 2 of the National Qualifications Framework.

Prior learning

Candidates in England who are beginning this course should normally have followed the Key Stage 3 programme of study within the National Curriculum for England.

Other candidates beginning this course should have achieved an equivalent level of general education.

Progression

Cambridge International Level 1/Level 2 Certificates are general qualifications that enable candidates to progress directly to employment, or to proceed to further qualifications.

This syllabus provides a foundation for further study at Levels 2 and 3 of the National Qualifications Framework, including GCSE, Cambridge International AS and A Level GCE, and Cambridge Pre-U qualifications.

Candidates who are awarded grades A* to C are well prepared to follow courses leading to Level 3 AS and A Level GCE History, Cambridge Pre-U History, the International Baccalaureate programme or the Cambridge International AS and A Level History.

Grading and reporting

Cambridge International Level 1/Level 2 Certificate results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, A* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Overlapping qualifications

Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Candidates who enter for more than one qualification with the same classification code will only have one grade (the highest) counted for the purpose of the school and college performance tables. Centres may wish to advise candidates that, if they take two qualifications with the same classification code, colleges are very likely to take the view that they have achieved only one of the two qualifications. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or the institution to which they wish to progress.

Spiritual, moral, ethical, social, legislative, economic and cultural issues

This syllabus helps students to consider and understand the following issues:

Spiritual – Students have many opportunities to consider the nature of proof, truth and certainty, human achievement and personal insights, the value of individuals and communities, such as the role of Nelson Mandela in ending minority rule in South Africa.

Moral and ethical – Students are encouraged to consider the moral and ethical implications of all the historical decisions studied. For example: judging the fairness of the peace treaties of 1919–23, and considering the nature of the apartheid state in South Africa.

Social and cultural – Social issues are addressed in topics such as the changing role of women in the United States during the 1920s. Many Depth Studies address cultural issues, such as the study of Germany, 1918–45, and the USA, 1919–41.

Sustainable development, health and safety considerations and international developments

This syllabus provides opportunities to explore the following:

Health, safety and environmental issues – These issues are addressed in, for example, the Depth Study on China, c.1930–c.1990, which looks at health issues; the Depth Study on the First World War, 1914–18, which considers conditions in, and problems of, trench warfare; and also in the Core Content topic on the League of Nations, which looks at the humanitarian work of the League.

Environmental issues are raised when considering how past actions, choices and values impact on present and future societies, economies and environments.

European and international dimensions – The syllabus Core Content considers the European dimension in terms of both conflict and co-operation. These issues are addressed through Key Questions such as ‘To what extent was the League of Nations a success?’, and ‘Why had international peace collapsed by 1939?’

The international dimension is a significant feature of the Core Content, for example in the Key Questions ‘Who was to blame for the Cold War?’, and ‘How effectively did the USA contain the spread of Communism?’. This continues in the Depth Studies, through Key Questions such as ‘What was the impact of Communist rule on China’s relations with other countries?’.

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