

SYLLABUS

Cambridge IGCSE[®]

Cambridge International Certificate*

History

0470

For examination in June and November 2014

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Contents

1. Introduction.....	2
1.1 Why choose Cambridge?	
1.2 Why choose Cambridge IGCSE?	
1.3 Why choose Cambridge IGCSE History?	
1.4 Cambridge International Certificate of Education (ICE)	
1.5 Schools in England, Wales and Northern Ireland	
1.6 How can I find out more?	
2. Assessment at a glance.....	5
3. Syllabus aims and objectives	7
3.1 Aims	
3.2 Assessment Objectives	
3.3 Assessment components	
3.4 Specification grid	
4. Curriculum content.....	10
4.1 Core Content: Option A	
4.2 Core content: Option B	
4.3 Depth Studies	
Depth Study A: Germany, 1918–45	
Depth Study B: Russia, 1905–41	
Depth Study C: The USA, 1919–41	
Depth Study D: China, 1945–c.1990	
Depth Study E: Southern Africa in the 20th Century	
Depth Study F: Israelis and Palestinians, 1945–c.1994	
Depth Study G: The Creation of Modern Industrial Society	
Depth Study H: The Impact of Western Imperialism in the 19th Century	
5. Coursework: guidance for centres	33
5.1 Approval of coursework schemes	
5.2 The nature and setting of Coursework	
5.3 The production of Coursework	
5.4 Coursework examples	
6. Coursework: assessment criteria.....	35
6.1 Marking criteria for Coursework	
6.2 Notes on moderation	
6.3 Grade descriptions	
6.4 Notes on the <i>Individual Candidate Record Card</i> and the <i>Coursework Assessment Summary Form</i>	
6.5 Forms	
7. Appendix A: Additional information.....	43
8. Appendix B: Additional information – Cambridge International Level 1/Level 2 Certificates.....	45

1. Introduction

1.1 Why choose Cambridge?

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

Recognition

Every year, thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

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

Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98% of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

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

Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at www.cie.org.uk/teachers

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

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSE helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, enquiry and problem solving, helping them to perform well and prepare for the next stage of their education.

Cambridge IGCSE is the world's most popular international curriculum for 14 to 16 year olds, leading to globally recognised and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage.

Schools worldwide have helped develop Cambridge IGCSE, which provides an excellent preparation for Cambridge International AS and A Levels, Cambridge Pre-U, Cambridge AICE (Advanced International Certificate of Education) and other education programmes, such as the US Advanced Placement Program and the International Baccalaureate Diploma. Cambridge IGCSE incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

1.3 Why choose Cambridge IGCSE History?

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

This History syllabus offers students the opportunity to study some of the major international issues of the 19th and 20th centuries, as well as looking in greater depth at the history of a particular region or regions. The emphasis within the syllabus is as much on developing lifelong historical skills as on acquiring knowledge.

Successful candidates gain valuable skills including:

- an interest in and enthusiasm for learning and understanding about the past
- an understanding of historical concepts such as cause and consequence, continuity and change, and similarity and difference
- an appreciation of historical evidence and how to use it
- a greater understanding of international issues and inter-relationships
- how to present clear, logical arguments

1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of 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. Learners draw subjects from five subject groups, including two languages, and one subject from each of the other subject groups. The seventh subject can be taken from any of the five subject groups.

History (0470) falls into Group II, Humanities and Social Sciences.

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

1.5 Schools in England, Wales and Northern Ireland

This Cambridge IGCSE is approved for regulation in England, Wales and Northern Ireland. It appears on the Register of Regulated Qualifications <http://register.ofqual.gov.uk> as a Cambridge International Level 1/Level 2 Certificate. There is more information for schools in England, Wales and Northern Ireland in Appendix B to this syllabus.

School and college performance tables

Cambridge IGCSEs which are approved by Ofqual 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 (www.education.gov.uk/performance-tables). All approved Cambridge IGCSEs are listed as Cambridge International Level 1/Level 2 Certificates.

1.6 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 international@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 international@cie.org.uk to find out how your organisation can become a Cambridge school.

2. Assessment at a glance

Candidates must take Paper 1 and Paper 2 and **either** Paper 3 (Coursework) **or** Paper 4 (Alternative to Coursework).

Paper 1	2 hours
<p>Section A</p> <p>Candidates answer two questions on the Core Content (selected from the 19th century and 20th century Core topics – see Sections 4.1 and 4.2.)</p> <p>Section B</p> <p>Candidates answer one question on a Depth Study (selected from questions on all eight Depth Studies)</p> <p>For more details on the Depth Studies, see Section 4.3.</p>	
40% of total marks	
Paper 2	2 hours
<p>Candidates answer a series of questions on one Prescribed Topic.</p> <p>The Prescribed Topics include one 19th century topic and one 20th century topic, taken from the Core Content (see Sections 4.1 and 4.2).</p> <p>For the examination in 2014 the topics will be:</p> <p>19th century core: Why was there a civil war in the United States? (<i>May/June examination</i>)</p> <p style="padding-left: 40px;">or Were the revolutions of 1848 important? (<i>November examination</i>)</p> <p>20th century core: How effectively did the USA contain the spread of Communism? (<i>May/June examination</i>)</p> <p style="padding-left: 40px;">or Why had international peace collapsed by 1939? (<i>November examination</i>)</p>	
33% of total marks	

Either:

or:

Paper 3	Paper 4	1 hour
<p>Coursework (Centre-based assessment)</p> <p>Candidates produce two pieces of Coursework based on one or two Depth Studies (or on Depth Studies devised by the Centre).</p> <p>For more details on the Coursework, see Sections 5 and 6.</p>	<p>Alternative to Coursework</p> <p>Candidates answer one question on a Depth Study (from a choice of eight Depth Studies – one question will be set on each Depth Study).</p> <p>The questions will be source-based and structured into several parts.</p>	
Coursework totalling around 1500 words		
27% of total marks		27% of total marks

Availability

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

It is available worldwide.

This syllabus is available to private candidates.

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
- 2158 Cambridge O Level History (World Affairs, 1917–91)
- 2160 Cambridge O Level History (for Candidates in Central and Southern Africa)
- 2162 Cambridge O Level History (for Candidates in Mauritius)

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

3. Syllabus aims and objectives

3.1 Aims

These are set out below and describe the educational purposes of a course in History for the Cambridge IGCSE Certificate. They are not listed in order of priority.

The aims are to:

- stimulate interest in and enthusiasm about the past
- promote the acquisition of knowledge and understanding of human activity in the past
- ensure that the candidates' knowledge is rooted in an understanding of the nature and use of historical evidence
- promote an understanding of the nature of cause and consequence, continuity and change, and similarity and difference
- provide a sound basis for further study and the pursuit of personal interest
- encourage international understanding
- encourage the development of linguistic and communication skills.

3.2 Assessment Objectives

To pass Cambridge IGCSE History, candidates must demonstrate the following:

A01: an ability to recall, select, organise and deploy knowledge of the syllabus content

A02: an understanding of:

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

A03: an ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.

3.3 Assessment components

The information below is summarised in *Assessment at a Glance* (see Section 2).

Candidates must be entered for the following papers:

- Paper 1
- Paper 2
- **either** Paper 3 (Coursework) **or** Paper 4 (Alternative to Coursework).

Note: no questions will be set (in any paper) on issues or events which have occurred within five years of the date of the examination.

Paper 1 (2 hours)

This Paper consists of two sections: Section A and Section B.

Section A

This will contain eight questions. Four questions will be set on the 19th century, selected from the six topics in Core Content: Option A (see 4.1). Four will be set on the 20th century, selected from the seven topics in Core Content: Option B (see 4.2). Candidates must answer **two** questions.

Section B

This will contain two questions on each of the eight Depth Studies (see 4.3). Candidates must answer **one** question.

Note: three questions will be set on Depth Study E, Southern Africa in the 20th Century.

All questions on Paper 1 will be structured into three parts and will include stimulus material. This stimulus material will be of assistance in answering at least one of the sub-questions, but not necessary to the answering of any of them.

In any given series, no question is set on Paper 1 which is on the same topics tested in Paper 2.

Paper 2 (2 hours)

This paper will have two options: a 19th-century Prescribed Topic and a 20th-century Prescribed Topic. Candidates answer the questions on one option.

The topics will be prescribed each year and will be taken from the Core Content. Each option will include a collection of source material relating to the prescribed topic, and a series of questions based on the material.

For the examination in 2014 the Prescribed Topics are:

- | | |
|--------------------|---|
| 19th century Core: | Why was there a civil war in the United States?
(<i>May/June examination</i>) |
| or | Were the revolutions of 1848 important?
(<i>November examination</i>) |
| 20th century Core: | How effectively did the USA contain the spread of Communism?
(<i>May/June examination</i>) |
| or | Why had international peace collapsed by 1939?
(<i>November examination</i>) |

Paper 3: Coursework (Centre-based assessment)

Candidates must produce **two** pieces of coursework, totalling around 1500 words, on any one or two of the Depth Studies (which can include Depth Studies devised by the Centre itself). One piece of work must target Assessment Objectives 1 and 2, and the other must target Assessment Objective 3.

Centres assess Coursework with the formal approval of Cambridge. Teachers may not undertake centre-based assessment without the written approval of Cambridge. Formal approval will only be given to teachers who satisfy Cambridge requirements concerning moderation, and they will have to undergo special training in assessment before entering candidates. Cambridge offers schools in-service training in the form of courses held at intervals in Cambridge and elsewhere, and also via Distance Training Packs.

Paper 4: Alternative to Coursework (1 hour)

On each of the Depth Studies **one** question will be set. Each question will be source-based and will be structured into several parts. It will test all the Assessment Objectives. Candidates must answer **one** question.

3.4 Specification grid

Paper	Weighting		Assessment Objectives		
	Marks	Percentage	1	2	3
1	60	40%	30	30	
2	50	33%	10	10	30
3 or 4	40	27%	10	10	20
Total	150	100%			

Weighting of Assessment Objectives

The table shows the relationship between the Assessment Objectives and the Scheme of Assessment:

	Paper 1 (marks)	Paper 2 (marks)	Paper 3 (marks)	Paper 4 (marks)	Whole assessment (%)
A01	30	10	10	10	33%
A02	30	10	10	10	33%
A03		30	20	20	33%

4. Curriculum content

All students must study the whole of **either** the 19th century **or** the 20th century Core Content, and 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 if the Key Question itself is 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.

4.1 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?
- 5 How effectively had Japan modernised itself by 1914?
- 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 1848–9?
- 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 1848–9
- 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:
 - o Schleswig-Holstein
 - o the Austro-Prussian War and its consequences
 - o relations with France
 - o the Spanish Succession and the Franco-Prussian War
 - o the creation of the German empire.

4 Why was there a civil war in the United States?

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:
 - o differences between North and South
 - o slavery, slave states and free states abolitionism
 - o the 1860 election and secession of the Southern states
 - o reasons for the North's victory
 - o the role of Lincoln
 - o reconstruction.

Note: coverage of the events of the war is not required except insofar as they help to explain the North's victory.

5 How effectively had Japan modernised itself by 1914?

Focus Points

- What was the impact of Perry's missions on Japan?
- Why did the Meiji Restoration occur?
- How westernised was Japan by 1914?
- Was Japan a Great Power by 1914?

Specified Content

- Perry's missions and the unequal treaties
- The Meiji Restoration and modernisation
- Japan's relations with her neighbours to 1914.

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:
 - o the Alliance System
 - o colonial rivalries
 - o developments in the Balkans
 - o the crisis of June-July 1914 and the outbreak of war.

4.2 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 How effective has the United Nations Organisation been?

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:
 - o the roles of individuals such as Wilson, Clemenceau and Lloyd George in the peacemaking process
 - o the impact of the treaties on the defeated countries
 - o 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:
 - o strengths and weaknesses in its structure and organisation
 - o successes and failures in peacekeeping during the 1920s
 - o the impact of the World Depression on the work of the League after 1929
 - o 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 1945–6
 - Soviet expansion into Eastern Europe to 1948, and American reactions to it
 - the occupation of Germany and the Berlin Blockade.

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 Cuba, 1959–62
- American involvement in Vietnam.

Specified Content

- events of the Cold War:
 - o case studies of:
 - o American reactions to the Cuban revolution, including the missile crisis and its aftermath
 - o American involvement in the Vietnam War.

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

7 How effective has the United Nations Organisation been?

Focus Points

- What are the functions of the UNO?
- How far has the organisation of the UNO hindered its effectiveness?
- Case studies of the UNO in action: the Korean War and the Congo.

Specified Content

- The aims of the UNO, the organisation of the UNO, its agencies and their work
- The implications of the growth of membership: admission of developing nations and China
- Case studies of the work of the UNO in Korea (1950–3) and in the Congo (1960–3).

4.3 Depth Studies

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

- A Germany, 1918–45
- B Russia, 1905–41
- C The USA, 1919–41
- D China, 1945–c.1990
- E Southern Africa in the 20th century
- F Israelis and Palestinians, 1945–c.1994
- G The Creation of Modern Industrial Society
- H The Impact of Western Imperialism in the 19th century (to 1914).

Depth Study A: 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 1933–4?

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 1930–3
 - 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 rearmament
- 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 B: 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 C: 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:
 - o mass production in the car and consumer durables industries
 - o the fortunes of older industries
 - o the development of credit and hire purchase
 - o the decline of agriculture
- Weaknesses in the economy by the late 1920s
- Society in the 1920s:
 - o the 'Roaring Twenties'
 - o film and other media
 - o Prohibition and gangsterism
 - o race relations
 - o discrimination against black Americans
 - o the Ku Klux Klan
 - o 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 'alphabetic agencies' and their work, and the economic and social changes they caused
- Opposition to the New Deal:
 - o the Republicans
 - o the rich
 - o business interests
 - o the Supreme Court
 - o radical critics like Huey Long.
- The strengths and weaknesses of the New Deal programme in dealing with unemployment and the Depression.

Depth Study D: China, 1945–c.1990

1 Why did China become a Communist state in 1949?

Focus Points

- How far did the Second World War weaken the Nationalist government?
- How far did the Second World War strengthen the Communists?
- Why was there widespread support for the Communists amongst the peasants?
- Why did the Communists win the Civil War?

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 countries 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 on China?
- Did the death of Mao lead to improvements in the lives of Chinese people?
- How far did economic development in the 1980s also produce social and political change?

Specified Content

- The aftermath of the Second World War in China:
 - o the outbreak of Civil War
 - o reasons for the victory of the Communists
 - o the establishment of the People's Republic, 1949
- The nature of Chinese Communism.
- Communist rule in the 1950s and 1960s:
 - o agrarian reform from 1950
 - o people's courts and the treatment of the landlords
 - o establishment of collectives and communes
- Industrial developments:
 - o the Five-Year Plans
 - o the Great Leap Forward
- Social change:
 - o the role of women
 - o health
 - o education
 - o propaganda and the destruction of traditional culture.
- Chinese foreign policy:
 - o changing relationship with the USSR
 - o relations with other neighbouring countries, Tibet, India, Vietnam, Taiwan
- Closer relations with the USA from 1970
- Hong Kong
- Impact on China's relations with the rest of the world of economic liberalisation since Mao's death.
- The Communist Party dictatorship:
 - o repression of political opposition
 - o the Hundred Flowers campaign
 - o treatment of minority groups
 - o the Cultural Revolution
 - o the role and status of Mao
 - o the power struggle after Mao's death and the re-emergence of Deng
 - o the social and political consequences of economic change in the 1980s and 90s.

Depth Study E: Southern Africa in the 20th Century

1 Why did whites in South Africa have disputes among themselves, c.1880–1910?

Focus Points

- How did the discovery of gold heighten tensions between the British and the Boers?
- What were the roles played by individuals such as Kruger and Rhodes?
- What was the impact of conflict and competition between the British and the Boers on the African peoples of South Africa?
- Why did war break out in 1899, and with what results to 1910?

2 How successful was white rule in South Africa, 1910–48?

Focus Points

- How successfully did the South African economy develop to 1948?
- What was the nature of white rule in South Africa?
- What was the impact of white rule on Africans?
- How effectively did Africans organise themselves against the effects of white rule?

3 What was the nature of the apartheid state?

Focus Points

- Why did the National Party win the election of 1948?
- How was the apartheid system established?
- What impact did apartheid have on the peoples of South Africa?
- How effective was government repression of opposition to apartheid?

4 Why did white minority rule come to an end?

Focus Points

- Did anyone benefit from apartheid?
- Why did opposition to apartheid increase?
- How important were external factors in ending apartheid?
- How significant were the roles of Mandela and De Klerk in ending minority rule?

5 How did Namibia achieve its independence from colonial rule?

Focus Points

- How was Namibia colonised?
- What was the impact of colonial rule on the peoples of Namibia?
- Why did South Africa resist independence for Namibia?
- How important were SWAPO and the United Nations Organisation in achieving independence for Namibia?

Note: Key Question 5 will only be tested on Paper 1. No question will ever be set on this Key Question for Paper 4.

Specified Content

- British relations with the Boer states:
 - o annexation of Transvaal
 - o the war of 1880–1 and its results
 - o the growth of Afrikaner nationalism
 - o the discovery of gold and the rise of the mining industry
 - o African migrant labour
 - o railway rivalries
 - o the roles of Kruger and Rhodes
 - o British annexations in South Africa and their impact on Africans
- The causes, course and consequences of the Second Anglo-Boer War, 1899–1902
- The formation of the Union of South Africa.
- The development of South Africa under white rule, 1910–48.
- The commercialisation of farming and the land issue, for example:
 - o the Land Settlement Act (1912)
 - o the Natives Land Act (1913)
 - o the Natives Trust and Land Act (1936)
- Developments in the mining industry:
 - o working conditions
 - o labour disputes
 - o the Gold Boom and its effects
- State involvement in the economy
- Industrialisation and urbanisation
- Discriminatory and segregationist policies of the inter-war period
- The development of African nationalism and black trade unions
- Political issues dividing the white minority.
- The impact of the Second World War on South Africa
- The 1948 election and the victory of the National Party
- The apartheid system:
 - o the apartheid laws
 - o the impact of apartheid on the people of South Africa
 - o the enforcement of apartheid
 - o repression, e.g. Sharpeville
- Opposition to white minority rule:
 - o the campaigns of the African nationalist organisations
 - o the roles of leaders such as Biko and Mandela in organising resistance
 - o increasing international condemnation of apartheid
 - o the collapse of apartheid
 - o factors leading to abandonment of minority rule
 - o the roles of De Klerk and Mandela in the transfer of power
 - o establishment of majority rule

- Namibia:
 - o the establishment of German colonial rule
 - o the nature of German colonialism and resistance to it
- South African occupation of Namibia from 1915:
 - o the nature of South African rule and its effects on the Namibian people.
- The working of the League of Nations mandate
- The United Nations and Namibia
- The apartheid system in Namibia, and the development of resistance to South African rule
- SWAPO, the liberation struggle and the achievement of independence.

Depth Study F: Israelis and Palestinians, 1945–c.1994

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 1948–9?

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?
- Why have Israel's neighbours become more ready to accept its existence?
- By the 1990s, how far had the problems which existed between Israel and her neighbours been solved?

3 What has been the impact on the Palestinians of the existence of Israel?

Focus Points

- Why were so many Palestinians refugees?
- How effective has the PLO been in promoting the Palestinian cause?
- Why have Arab states not always supported the Palestinians?
- How have international perceptions of the Palestinian cause changed over time?

4 What has been the effect of the Arab-Israeli conflict on life in Israel?

Focus Points

- How has the hostility of its Arab neighbours influenced the lives of the people of Israel?
- What has been the political significance of Judaism within Israel?
- What differences have existed amongst Israelis about how to treat the Palestinians?
- Have Palestinians within Israel and the occupied territories been more or less fortunate than Palestinians in exile?

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 1948–9
- Israel and its Arab Neighbours:
 - the Suez War (1956)
 - the Six-Day War (1967)
 - the Yom Kippur War (1973), and Israeli incursions into Lebanon

- Moves towards peace
- Camp David and subsequent negotiations.
- The Palestinians:
 - o the refugee problem
 - o Palestinian nationalism and the formation of the PLO
 - o activities of the PLO, and international acceptance
 - o the role of Arafat
 - o relations between the PLO and Arab states
 - o relations with Israel and moves towards the creation of a Palestinian state.
- The state of Israel:
 - o social organisation
 - o the experiences of men and women in national service
 - o the kibbutz.
- Relations between Jews and Arabs within Israel and the occupied territories
- Problems of new Jewish settlements
- Differing viewpoints amongst Israelis on dealing with Arab neighbours.

Depth Study G: The Creation of Modern Industrial Society

This Depth Study looks at the 19th-century social and economic consequences of the Industrial Revolution. In setting questions for the examination it will be assumed that candidates have studied the British Industrial Revolution. However, teachers are encouraged – particularly through coursework – to introduce comparative studies of industrialisation in countries such as Germany, the USA or Japan.

1 Why did industry develop rapidly during the 19th century?

Focus Points

- Why was there increasing demand for iron and steel, coal and textiles, and how was this demand met?
- How important were technological advances in the development of industry?
- How were workers affected by the industrial changes and the development of the factory system?
- How important were (a) individuals, and (b) legislation, in improving working conditions?

2 How significant were improvements to transport in the 19th century?

Focus Points

- What were the disadvantages of roads and canals for Britain's transport needs in the early 19th century?
- Why and how did Britain develop a railway system?
- How did conditions for passengers improve during the 19th century?
- How significant were the social and economic consequences of the railways?

3 What were the causes of urbanisation, and its effects on living conditions during the 19th century?

Focus Points

- Why was there a rapid growth of towns in the 19th century?
- Why did the rapid growth of towns lead to insanitary conditions?
- Why did it take so long to improve conditions in the towns?
- Why had there been some improvement in conditions by 1900?

4 How successful were 19th-century working-class movements?

Focus Points

- What attempts were made to organise the working classes?
- Why were working-class movements generally weak in the first half of the 19th century?
- How successful were the courts and Parliament in limiting the power of the unions?
- How different was 'new unionism' from the New Model unions?

Specified Content

- Reasons for increasing demand, e.g. population, price, improvements in transport
- Impact of technological developments on organisation, location and methods of industry
- The development of the factory system
- Working conditions

- Workers' responses to changes in working practices
- Attitudes of factory owners to their workers
- The roles of individuals and legislation in improving working conditions.
- Industrialisation and the need for improved transport
- The shortcomings of road and canal transport
- Problems in developing a railway network
- The work of the Stephensons and Brunel
- The effects of the growth of railways on canal and road transport, industry and agriculture, and different social groups
- The roles of government and private finance in creating a national railway system
- Improvements in comfort and safety for railway passengers in the second half of the 19th century.
- Changes of centres of population in different areas of Britain
- Reasons for the growth of towns
- Reasons for insanitary conditions
- Government and local attitudes to insanitary conditions
- Attempts at improvement:
 - o the Public Health Acts of 1848 and 1875
 - o slum clearance
 - o Chamberlain in Birmingham
 - o model towns.
- Working people and industrialisation: early combinations, trade clubs, friendly societies
- The Combination Acts
- The Tolpuddle Martyrs
- Owen and the GNCTU
- The Co-operative Movement
- The Chartists
- New Model Unions
- The growth of unions for unskilled workers: farm workers, the match girls, the London dockers
- Attitudes of government and employers towards trade unions, the impact of legislation and decisions of the courts.

Depth Study H: The Impact of Western Imperialism in the 19th Century

This Depth Study looks at the impact of Western imperialism to 1914 in different parts of the world.

1 Why did Europeans take over much of the world in the nineteenth century?

Focus Points

- What had been the impact of imperialism by the start of the 19th century?
- How did imperialism develop during the 19th century?
- What social, political, military, economic and religious factors encouraged imperialism?
- How was imperialism justified at the time?

2 What was the nature and impact of 19th-century imperialism in China?

Focus Points

- What was the nature of Chinese society in the early 19th century?
- How did Western countries extend their influence in China in the 19th century?
- How did the Chinese react to European intervention?
- How significant was the impact of Western intervention for China?

3 What was the nature and impact of 19th-century imperialism in India?

Focus Points

- What was the nature of British rule before 1857?
- Why did rebellion against British rule occur in 1857, and why did it fail?
- How much were British attitudes and the nature of their rule changed by the events of 1857?
- How much was 19th-century India changed by British rule?

4 What was the nature and impact of 19th-century imperialism in Africa?

Focus Points

- Why was there a scramble for colonies in Africa in the 19th century?
- What different methods of rule were used in Africa by the Europeans?
- How were Africans affected by European rule?
- Did Europeans benefit from their colonies in Africa?

Specified Content

- The extent of imperialism by the start of the 19th century, and how much it spread during the century
- The nature of imperialism: social, political, military, economic and religious reasons for imperialism
- European attitudes towards imperialism, and towards non-European races.
- Chinese society and attitudes towards foreigners before c.1840
- The causes and results of the Opium Wars
- The actions of the Western powers in China and the role of the missionaries
- The Self-Strengthening Movement
- The Sino-Japanese war and its consequences for China
- The significance of the Boxer rising
- The impact of Western intervention on Chinese society and culture.
- Indian society, religions and culture under British rule in the first half of the 19th century
- The impact of Bentinck and Dalhousie
- The causes of the Mutiny of 1857 and reasons for its failure
- The immediate and long-term effects of the Mutiny
- Changes in the nature of British rule.
- Different reasons for European interest in Africa
- The scramble for Africa and the Berlin Conference
- Direct and indirect rule
- The effects of European rule on Africans
- The impact of imperialism in Africa for Europeans; colonial rivalry and trade.

Note: examination questions on this Depth Study will not refer to specific African countries, but candidates will be expected to refer to relevant examples in their answers.

5. Coursework: guidance for centres

5.1 Approval of coursework schemes

To help Centres devise and set appropriate coursework tasks (especially those Centres preparing Coursework for the first time for this exam), Cambridge Coursework Consultants advise on, assess and approve proposed coursework schemes. Centres must send their Coursework schemes (at any time during the course) to:

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

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

5.2 The nature and setting of Coursework

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

The structure of each assignment is as follows:

Assignment 1 will examine the significance of an individual, development, place or event (meeting Assessment Objectives 1 and 2)

Assignment 2 will consist of a source-based investigation of a historical question, issue or problem (meeting Objective 3).

Each assignment is worth 20 marks. Assignments must consist of a number of shorter questions, rather than a single 'essay' title. Together, the two Assignments should total around 1500 words, but there is no penalty for exceeding this word count.

'Levels of response' marking schemes must be created for each assignment. These marking schemes must relate to the appropriate Assessment Objective(s) and the Marking Criteria set out in 6.1.

Positive marking is encouraged, rewarding achievement rather than penalising failure. The award of marks must be directly and exclusively linked to the relevant Assessment Objective(s). No other Assessment Objectives may be assessed. Assessment must focus on the quality of the candidate's work, **not** quantity or presentation.

5.3 The production of Coursework

Coursework may be produced in class or in the student's own time. Teachers can offer guidance on how best to approach a Coursework task, but must be careful not to exert too much influence over students' decisions. Coursework must be the student's own work. Any quotations and copied material must be fully acknowledged. Once Coursework has been marked, 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.

5.4 Coursework examples

Samples of Coursework Assignments and Marking Schemes are available from Cambridge on request. Examples of assignments for the following Depth Studies are currently available:

- Germany, 1918–45
- Russia, 1905–41
- The USA, 1919–41
- China, 1945–c.1990
- Southern Africa in the 20th century
- Israelis and Palestinians, 1945–c.1994.

Please send details of any sample Assignment(s) you would like to receive. Requests should be addressed to:

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

Coursework will be assessed using Assessment Objectives 1–3. Marks will be weighted as follows:

Assessment Objective 1:	10 marks
Assessment Objective 2:	10 marks
Assessment Objective 3:	20 marks

6. Coursework: assessment criteria

6.1 Marking criteria for Coursework

Marks should be awarded for each Assessment Objective, using the criteria listed below. Note that the descriptions below are general and refer to a candidate's overall performance in each Assessment Objective, and therefore they should not be used to mark specific tasks. A 'levels of response' marking scheme should be devised for each task.

The total mark achieved for a particular Assessment Objective will place the candidate in one of the following Mark Bands. The candidate's work should demonstrate the qualities given for that band. If it does not, the marks should be adjusted.

Assessment Objectives 1 and 2

Band 1: Mark range 1–6

AO1 (3 marks available):

- Candidates can select and use some relevant information to construct narratives, descriptions and explanations. These will be straightforward and accurate but are likely to be relatively brief or limited in scope.

AO2 (3 marks available):

- Candidates can describe some of the main events, people and changes, and give a few reasons for – and results of – these main events and changes.
- Candidates can describe a few features of an event, issue or period, including, at a basic level, characteristic ideas, attitudes and beliefs.

Band 2: Mark range 7–13

AO1 (6 marks available):

- Candidates can select, organise and deploy a wider range of relevant information to produce structured narratives, descriptions and explanations which are accurate and reasonably thorough but are nonetheless limited to the more obvious aspects of the matter under consideration.

AO2 (7 marks available):

- Candidates can produce structured descriptions and explanations of events, people, issues and changes, and analyse causes and consequences.
- Candidates can describe, analyse and explain key features and characteristics of situations, periods and societies including the variety of ideas, attitudes and beliefs held by people at the time.

Band 3: Mark range 14–20

AO1 (10 marks available):

- Candidates can select, organise and deploy an extensive range of relevant information to produce consistently well structured narratives, descriptions and explanations. These are thorough and accurate, and show an appreciation of the wider historical context.

AO2 (10 marks available):

- Candidates can analyse relationships between a wide range of events, people, ideas and changes. Their explanations and analyses of causes and consequences of events and changes are well substantiated and are set in their wider historical context.
- Candidates can give reasons for the diversity of features and ideas, attitudes and beliefs in the periods, societies and situations studied, and can explain the interrelationship between them.

Assessment Objective 3

Band 1: Mark range 1–6

- Candidates can comprehend sources but take them at face value. They can identify those that are useful for particular tasks and can draw simple conclusions. They can identify differences in the ways in which events or issues have been interpreted.

Band 2: Mark range 7–13

- Candidates can evaluate and use sources critically to investigate issues and reach conclusions. They can explain why differences exist in the ways in which events or issues have been interpreted.

Band 3: Mark range 14–20

- Candidates can evaluate and use a range of sources critically to investigate issues, and to reach reasoned and substantiated conclusions. They can explain how and why differences exist in the ways in which events and issues are interpreted, and they can evaluate these interpretations.

6.2 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.

External moderation

External moderation of internal assessment is undertaken by Cambridge. Centres must submit candidates' internally assessed marks to Cambridge. The deadlines and methods for submitting internally assessed marks are in the *Cambridge Administrative Guide* available on our website.

On receiving the internally moderated marks, Cambridge selects a sample of candidates whose work will be externally moderated. Cambridge will ask Centres to submit the Coursework of these candidates as soon as possible, together with the relevant *Individual Candidate Record Cards and Coursework Assessment Summary Forms*. Copies of these forms may be found at the back of this Syllabus Booklet (6.5).

For more information about external moderation, please consult the *Cambridge Handbook* and the *Cambridge Administrative Guide*.

6.3 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 clearly and coherently, using 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.

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

The Individual Student Record Card can be found at the back of this booklet (see Section 7). To complete the form, follow the instructions which are printed on the back of the form.

Note: the Individual Student Record Cards are 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 the back of this booklet (see Section 7). To complete the form, follow the instructions printed on the back.

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

6.5 Forms

These forms appear on the following pages:

Individual Candidate Record Card

Coursework Assessment Summary Form

HISTORY
Individual Candidate Record Card
Cambridge IGCSE

Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.

Centre Number	<input type="text"/>	Centre Name		June/November	2	0	1	4				
Candidate Number	<input type="text"/>	Candidate Name		Teaching Group/Set								

	Brief description of assignments	Objective 1 (max 10)	Objective 2 (max 10)	Objective 3 (max 20)	TOTAL
1					
2					
Marks to be transferred to Coursework Assessment Summary Form					TOTAL (max 40)



The Individual Candidate Record Card

Instructions for completing the Individual Candidate Record Card

1. Enter the information required at the head of the form.
2. Mark the Coursework assignments for each candidate according to instructions given in the syllabus booklet.
3. Enter the marks awarded and the total marks for each Assessment Objective in the appropriate boxes. Complete any other sections of the form required.
4. Ensure that the addition of marks is independently checked.

It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally. This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the Coursework component at the Centre. The outcome of internal moderation, in terms of the number of marks added to or subtracted from the initial total, must be clearly shown when marks are transferred onto the Coursework Assessment Summary Form.

5. Transfer the marks to the Coursework Assessment Summary Form. Follow the instructions given on the back of that document.
7. Keep all Individual Candidate Record Cards and Coursework, as **these will be required for external moderation.** Further detailed instructions about external moderation will be sent in late March of the year of the June Examination and in early October of the year of the November examination. See also the instructions on the Coursework Assessment Summary Form.

Note: These Record Cards are to be used by teachers only for students who have undertaken Coursework as part of their Cambridge IGCSE.



The Coursework Assessment Summary Form

A. Instructions for completing the Coursework Assessment Summary Form

1. Enter the information required at the head of the form.
2. List the candidates so that their details can be easily transferred to the computer-printed Coursework Mark Sheet, MS1, at a later stage (i.e. in candidate index number order; see B.1 below for more detail). Show the teaching group or set for each candidate – this can be done using the teacher's initials.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:
 - In the columns for individual skills or assignments, enter the marks awarded before internal moderation took place.
 - In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
 - In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.
4. Both the teacher completing the form and the internal moderator (or moderators) must check the form and complete and sign the form where indicated.

B. Procedures for external moderation

1. Cambridge will send a computer-printed Coursework Mark Sheet, MS1, to each Centre in late March (for the May/June examination) and in early October (for the November examination). MS1 will list the names and index numbers of each candidate.
2. Transfer each candidate's total internally moderated mark from the Coursework Assessment Summary Form to the computer-printed Coursework Mark Sheet, MS1.
3. MS1 is in two parts; return the top copy to Cambridge as soon as possible, using the envelope provided. Deadlines for return are:
 - 30 April (for the May/June examination)
 - 31 October (for the November examination).
4. Cambridge will select a number of candidates whose work is required for external moderation. When you receive the list of selected candidates, send Cambridge:
 - the candidates' Coursework
 - their Individual Candidate Record Cards
 - the relevant Coursework Assessment Summary Form
 - the second copy of the form MS1
 - a copy of the Coursework instructions given by you to students
 - information on how you undertook internal moderation.
5. On all forms returned, those candidates selected for external moderation must be indicated by an asterisk (*).

Note: Cambridge reserves the right to request further samples of Coursework as part of the external moderation process.



7. Appendix A: Additional information

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

Recommended prior learning

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

Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

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

Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

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, Grade A* being the highest and Grade 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.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
 - ... the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
 - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
 - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
 - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
 - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
 - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
 - ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
 - ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
 - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated, according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website www.cie.org.uk

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to www.cie.org.uk/igcse. Click the **Subjects** tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website <http://teachers.cie.org.uk> which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

8. Appendix B: Additional information – Cambridge International Level 1/Level 2 Certificates

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.

NQF Level

This qualification is approved by Ofqual, the regulatory authority for England, as part of the National Qualifications Framework as a Cambridge International Level 1/Level 2 Certificate.

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

Progression

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

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

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

Guided learning hours

The number of guided learning hours required for this course is 130.

Guided learning hours are used to calculate the funding for courses in state schools in England, Wales and Northern Ireland. Outside England, Wales and Northern Ireland, the number of guided learning hours should not be equated to the total number of hours required by candidates to follow the course as the definition makes assumptions about prior learning and does not include some types of learning time.

Overlapping qualifications

Centres in England, Wales and Northern Ireland should be aware that every syllabus 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 have only one grade (the highest) counted for the purpose of the school and college performance tables. Candidates should seek advice from their school on prohibited combinations.

Spiritual, 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 ‘The Creation of Modern Industrial Society’, which looks at the effects of urbanisation on living conditions in the 19th century.

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?’, and in the Depth Study ‘The Impact of Western Imperialism in the 19th Century’.

Avoidance of bias

Cambridge has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind.

Language

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

Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

Key Skills

The development of the Key Skills of application of number, communication, and information technology, along with the wider Key Skills of improving your own learning and performance, working with others and problem-solving can enhance teaching and learning strategies and motivate students towards learning independently.

This syllabus will provide opportunities to develop the Key Skills of:

- communication
- information technology
- improving own learning and performance
- working with others
- problem-solving.

The separately certificated Key Skills qualification recognises achievement in:

- application of number
- communication
- information technology.

Further information on Key Skills can be found on the Ofqual website (**www.ofqual.gov.uk**).

Support and resources

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University of Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558
Email: international@cie.org.uk www.cie.org.uk

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