

International General Certificate
of Secondary Education

Syllabus

HISTORY 0470

For examination in June and November 2010

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History

Syllabus code: 0470

CONTENTS

	<i>Page</i>
INTRODUCTION	1
AIMS	1
ASSESSMENT OBJECTIVES	2
ASSESSMENT	2
CURRICULUM CONTENT	4
COURSEWORK (SCHOOL-BASED ASSESSMENT) GUIDANCE	15
ASSESSMENT CRITERIA FOR COURSEWORK (SCHOOL-BASED ASSESSMENT)	16
GRADE DESCRIPTIONS	18
APPENDIX: ADDITIONAL INFORMATION	23

Exclusions

This syllabus must not be offered in the same session with any of the following syllabuses:

- 2158 History (World Affairs, 1917-1991)
- 2160 History (For Candidates in Central and Southern Africa)
- 2162 History (For Candidates in Mauritius)

INTRODUCTION

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two-year courses for examination at age 16-plus.

All IGCSE syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content.

The IGCSE subjects have been categorised into groups, subjects within each group having similar Aims and Assessment Objectives.

History falls into Group II, Humanities and Social Sciences, of the International Certificate of Education (ICE) subjects.

The History syllabus offers students the opportunity of studying 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. However, the emphasis within the syllabus is as much on the development of historical skills as on the acquisition of knowledge.

AIMS

The aims of the syllabus are the same for all students. These are set out below and describe the educational purposes of a course in History for the IGCSE examination. They are not listed in order of priority.

The aims are to:

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

ASSESSMENT OBJECTIVES

Candidates will be expected to:

1. recall, select, organise and deploy knowledge of the syllabus content;
2. demonstrate an understanding of:
 - (a) change and continuity, cause and consequence, similarity and difference;
 - (b) the motives, emotions, intentions and beliefs of people in the past;
3. comprehend, interpret, evaluate and use a range of sources as evidence in their historical context.

ASSESSMENT

Scheme of assessment

Candidates must be entered for the following papers:

- (i) Paper 1;
- (ii) Paper 2;
- (iii) **either** Paper 3* **or** Paper 4.

No questions will be set on any Paper dealing with matters which have occurred within five years of the date of the examination.

Paper 1 (2 hours) will consist of two sections.

Section A (Core Content) will contain eight questions, four on the 19th century Core and four on the 20th century Core. Candidates must answer two questions.

Section B (Depth Studies) will contain two questions on each of the Depth Studies. Candidates must answer one question.

[Note: three questions will be set on Depth Study E, Southern Africa].

All questions on Paper 1 will be structured into three parts and will be based on stimulus material.

Paper 2 (2 hours).

This paper will have two options: a 19th-century topic and a 20th-century 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 2010 the topics will be:

19th century core: The American Civil War (May/June and November examination)

20th century core: The decline and collapse of Soviet control over Eastern Europe
(May/June examination)

or German involvement in the Spanish Civil War (November examination)

Paper 3, Coursework (School-based assessment)*

Candidates will be required to 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 school itself. One piece of work must target Objectives 1/2, and the other must target Objective 3.

Teachers may not undertake school-based assessment without the written approval of CIE. This will only be given to teachers who satisfy CIE requirements concerning moderation, and they will have to undergo special training in assessment before entering candidates. CIE 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. It will be source-based and will be structured into several parts. It will test all the Assessment Objectives. Candidates must answer one question.

SPECIFICATION GRID

PAPER	WEIGHTING		ASSESSMENT OBJECTIVES	
	MARKS	PERCENTAGE	1/2	3
1	60	40	60	
2	50	33		50
3	40	27	20	20
OR				
4	40	27	20	20
TOTAL	150	100		

WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the assessment objectives and the scheme of assessment is set out in the table below.

	Paper 1 (marks)	Paper 2 (marks)	Paper 3 (marks)	Paper 4 (marks)	Whole assessment (%)
AO1/AO2	60		20	20	53
AO3		50	20	20	47

CURRICULUM CONTENT

All students should study **either** the 19th century or the 20th century Core Content or alternatively, Core Content selected from both the 19th and 20th century options, and at least **one** of the Depth Studies.

Content is explained through a number of 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 understanding of the Key Questions and Focus Points, using knowledge of relevant historical examples.

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

CORE CONTENT

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

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, influence of liberalism and nationalism. The 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. The events of 1848-9. Victor Emmanuel II and Cavour: Plombieres, war with Austria in 1859. Garibaldi and the invasion of Sicily and Naples. 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: his 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?

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

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

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, 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 1945-6; Soviet expansion into Eastern Europe to 1948, and American reactions to it; 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: case studies of American reactions to the Cuban revolution, including the missile crisis and its aftermath, and 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: resistance to Soviet power in Hungary (1956) and Czechoslovakia (1968); the Berlin Wall; 'Solidarity' in Poland; 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 on the work of the UNO in Korea (1950-3) and in the Congo (1960-3).

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.

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(a) The Nazi regime: 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) The Nazi regime: 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, 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, 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: 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, 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 20s'?
- 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 the car and consumer durables industries, 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, race relations, 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 'alphabetic 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 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: the outbreak of Civil War, reasons for the victory of the Communists, the establishment of the People's Republic, 1949. The nature of Chinese Communism.

Communist rule in the 1950s and 1960s: agrarian reform from 1950, people's courts and the treatment of the landlords, 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 relationship with the USSR; 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: 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 90s.

Depth Study E: Southern Africa in the Twentieth 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: annexation of Transvaal, the war of 1880-1 and its results, growth of Afrikaner nationalism, the discovery of gold and the rise of the mining industry, African migrant labour, railway rivalries, the roles of Kruger and Rhodes, 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: e.g. the Land Settlement Act (1912), the Natives Land Act (1913), the Natives Trust and Land Act (1936). Developments in the mining industry: working conditions, labour disputes, 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: the apartheid laws, the impact of apartheid on the people of South Africa, the enforcement of apartheid, repression e.g. Sharpeville.

Opposition to white minority rule: the campaigns of the African nationalist organisations, the roles of leaders such as Biko and Mandela in organising resistance, increasing international condemnation of apartheid, the collapse of apartheid, factors leading to abandonment of minority rule, the roles of De Klerk and Mandela in the transfer of power, establishment of majority rule.

Namibia: the establishment of German colonial rule, the nature of German colonialism and resistance to it. South African occupation of Namibia from 1915: 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 her 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 her 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, 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: 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.

The state of Israel: social organisation, the experiences of men and women in national service, 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 nineteenth-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, it is hoped that teachers will take the opportunity, particularly through coursework, to introduce comparative studies of industrialisation in e.g. Germany, the USA or Japan.

1 Why did industry develop rapidly during the nineteenth 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 developments 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 nineteenth 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 nineteenth 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 nineteenth-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 etc. 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: the Public Health Acts of 1848 and 1875, slum clearance, Chamberlain in Birmingham, 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 Nineteenth 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 nineteenth-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 nineteenth-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 nineteenth-century India changed by British rule?

4 What was the nature and impact of nineteenth-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.]

COURSEWORK (SCHOOL-BASED ASSESSMENT) GUIDANCE

Monitoring of Coursework

Many Centres, and particularly those preparing candidates for the first time for this examination, will need guidance and help in devising appropriate coursework tasks. Coursework consultants have been appointed by CIE to provide such advice. All Centres are requested to send their proposed coursework schemes to CIE for checking. This may be done at any time during the course. Correspondence should be marked 'For the attention of the IGCSE History Product Manager'. Centres will be informed as quickly as possible of the coursework consultant's comments. Once a coursework scheme has been approved, it is not necessary to resubmit it each year.

The nature and setting of Coursework

Candidates must complete two coursework assignments. These must be on content taken either from one or from two of the Depth Studies. Centres may devise Depth Studies of their own, so that the history of countries not otherwise covered by the syllabus may be studied for coursework. Centre-devised Depth Studies must be approved in advance by CIE (see *Monitoring of Coursework* above).

Assignment 1 will cover the significance of an individual, development, place or event (Objectives 1/2).

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

Each assignment carries 20 marks. Assignments may consist of a number of shorter questions, rather than a single 'essay' title; this will be particularly the case with Assignment 2. It should be possible for students to satisfy the coursework requirements by writing no more than a total of 1500 words (i.e. for the two assignments together), although there will be no penalty for exceeding this amount.

Levels of response marking schemes must be constructed for each task. These marking schemes must relate to the appropriate assessment objective(s) and the marking criteria set out below. Marking should be positive, rewarding achievement rather than penalising failure. The award of marks must be directly and exclusively linked to the relevant assessment objective(s). No other objectives may be assessed. It is the quality of the candidate's work and not its quantity or presentation which is assessed.

The production of Coursework

Coursework may be produced in class or in candidates' own time. It is acceptable for teachers to offer candidates guidance about how best to approach coursework tasks, but this guidance must stop short of undue influence. Coursework must be the candidates' own work. The repeating of tasks, or the redrafting of work once it has been marked, are not allowed. Any quotations and copied material must be acknowledged.

All Coursework submitted for moderation must be kept in flat card files (not ring binders), on which must be marked candidates' names and numbers, and the Centre name and number.

Coursework examples

Samples of coursework assignments and marking schemes are available from CIE 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.

Requests should be addressed to the Product Manager for IGCSE History, University of Cambridge International Examinations, 1 Hills Road, Cambridge CB1 2EU, United Kingdom.

ASSESSMENT CRITERIA FOR COURSEWORK (SCHOOL-BASED ASSESSMENT)

Assessment of Coursework

Coursework will be assessed using the following objectives:

Assessment Objectives 1/2: 20 marks

Assessment Objective 3: 20 marks

Marking criteria for Coursework

Marks should be awarded according to the following criteria for each assessment objective. It should be noted that these descriptors 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 mark bands below. The candidate's work should demonstrate the qualities listed in that band. If it does not, the marks will need to be adjusted.

Assessment Objectives 1 and 2

Band 1, mark range 1-6

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

Candidates can describe some of the main events, people and changes, and give a few reasons for, and results of, the 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

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.

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

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

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 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 are capable of evaluating and using 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 are capable of evaluating and using critically a range of sources 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.

MODERATION

(a) Internal Moderation

When two or more teachers in a Centre are involved in internal assessment, arrangements must be made within the Centre to ensure that all candidates have been assessed to a common standard.

(b) External Moderation

External moderation of internal assessment will be carried out by CIE.

The internally moderated marks for all candidates must be received at CIE by 30 April for the May/June examination and by 31 October for the November examination. These marks may be submitted either by using MS1 mark sheets or by using Cameo as described in the Handbook for Centres.

Once CIE has received the marks, CIE will select a sample of candidates whose work should be submitted for external moderation. CIE will communicate the list of candidates to the Centre, and the Centre should despatch the coursework of these candidates to CIE immediately. Individual Candidate Record Cards and Coursework Assessment Summary Forms (copies of which may be found at the back of this syllabus booklet) must be enclosed with the coursework.

Further information about external moderation may be found in the Handbook for Centres and the Administrative Guide for Centres.

GRADE DESCRIPTIONS

A **Grade A** candidate will be expected to:

- recall, select and deploy relevant historical knowledge accurately 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, similarity and difference by the selective deployment of 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.

A **Grade C** candidate will be expected to:

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

A **Grade F** candidate will be expected 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, 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.

HISTORY
Individual Candidate Record Card
IGCSE

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

Centre Number						Centre Name	June/November	2	0	1	0
Candidate Number						Candidate Name	Teaching Group/Set				

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

19

INSTRUCTIONS FOR COMPLETING INDIVIDUAL CANDIDATE RECORD CARDS

1. Complete the information at the head of the form.
2. Mark the Coursework assignments for each candidate according to instructions given in the Syllabus booklet.
3. Enter marks and total marks in the appropriate spaces. Complete any other sections of the form required.
4. Ensure that the addition of marks is independently checked.
5. **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.
6. Transfer the marks to the Coursework Assessment Summary Form in accordance with the instructions given on that document.
7. Retain all Individual Candidate Record Cards and Coursework which **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 IGCSE.

HISTORY
Coursework Assessment Summary Form
IGCSE

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

Centre Number							Centre Name	June/November	2	0	1	0
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Candidate Number	Candidate Name	Teaching Group/ Set	Objectives 1/2 (max 20)	Objective 3 (max 20)	Total Mark (max 40)	Internally Moderated Mark (max 40)

Name of teacher completing this form		Signature		Date					
Name of internal moderator		Signature		Date					

A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:
 - (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).
 - (b) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
 - (c) 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) should check the form and complete and sign the bottom portion.

B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (CIE) sends a computer-printed Coursework mark sheet MS1 to each centre (in late March for the June examination and in early October for the November examination) showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.
2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at CIE but no later than 30 April for the June examination and 31 October for the November examination.
3. CIE will select a list of candidates whose work is required for external moderation. As soon as this list is received, send the candidates' work with the corresponding Individual Candidate Record Cards, this summary form and the second copy of the computer-printed mark sheet(s) (MS1), to CIE. Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names overleaf.
4. CIE reserves the right to ask for further samples of Coursework.
5. Send, with the sample work, instructions given to candidates and information as to how internal moderation was carried out.

APPENDIX: ADDITIONAL INFORMATION

Spiritual, Ethical, Social, Legislative, Economic and Cultural Issues

This History syllabus contributes to an understanding of spiritual, moral and ethical, social and cultural issues in the following ways.

Spiritual Issues

There will be a number of opportunities to ask candidates to consider the nature of proof, truth and certainty, human achievement and personal insights, the value of individuals and communities, for example, the role of Nelson Mandela in ending minority rule in South Africa.

Moral and Ethical Issues

Teachers are encouraged to ask candidates to consider the moral and ethical implications of all the historical decisions studied, for example in making judgements on the fairness of the peace treaties of 1919-1923 and in considering the nature of the apartheid state in South Africa.

Social and Cultural Issues

Social issues are addressed, for example, in considering how far the role of women in the United States changed during the 1920s. Depth Studies such as Germany 1918-1945, and the USA 1919-1941, address a range of cultural issues.

Sustainable Development, Health and Safety Considerations and International Developments

This syllabus offers opportunities to develop ideas on sustainable development and environmental issues, health and safety, and the international dimension.

Health, Safety and Environmental Issues

Health, safety and environmental issues are addressed, for example, in The Creation of Modern Industrial Society Depth Study, in which the effects of urbanisation on living conditions in the nineteenth century are considered.

Environmental issues are also addressed through candidates' understanding of how past actions, choices and values impact on present and future societies, economies and environments.

European and International Dimensions

The European dimension is addressed in the Core Content where both co-operation and conflict between European States are studied. Attempts at co-operation include, for example, the Key Question, 'To what extent was the League of Nations a success?', while reasons for conflict are addressed by the Key Question, 'Why had international peace collapsed by 1939?'

The international dimension is addressed in the Core Content in a number of areas, 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?'. In the Depth Studies, this dimension is addressed, for example, in the 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 Nineteenth Century'.

Avoidance of Bias

CIE 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.

Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at www.cie.org.uk.

Access to teachers' email discussion groups and suggested schemes of work may be found on the CIE Teacher Support website at <http://teachers.cie.org.uk>. This website is available to teachers at registered CIE Centres.