

SYLLABUS

**Cambridge International AS and A Level
History**

9389

For examination in June and November 2016

Changes to syllabus for 2016

This syllabus has been updated, the latest version of the syllabus is version 2, published May 2016.

This syllabus has been updated. Significant changes to the syllabus are indicated by black vertical lines either side of the text.

Changes have been made to section 1.4, page 5, and now states:

Cambridge AICE Diploma is the group award of the Cambridge International AS and A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations in three different curriculum groups:

- Mathematics and Science (Group 1)
- Languages (Group 2)
- Arts and Humanities (Group 3)

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum groups.

History (9389) is in Group 3, Arts and Humanities.

Candidates can use up to two History credits towards their Cambridge AICE Diploma. They can achieve the two credits by taking:

- the full A Level
- two AS Levels on different historical topics (European, American or International History) over two or more series within a 25-month period. For example, candidates could answer questions from the European section of both papers in the June series, and then answer questions from the American section of both papers in the November series.

For candidates taking two History AS Levels, the following rules apply:

- Each topic (European, American or International History) can only contribute one credit towards the Cambridge AICE Diploma. For example, if a candidate answers questions from the European section of a paper in more than one series, only one credit will count
- If a candidate achieves a 'mixed' AS Level by answering questions on one topic in the first paper and questions on a different topic in the second paper, this AS Level only counts as one credit towards the Cambridge AICE Diploma. It cannot be combined with another 'mixed' AS Level in History from another series to make up two credits.

Teachers should explain these rules to candidates taking the Cambridge AICE Diploma, as candidates must select the questions they answer carefully to meet these requirements.

Learn more about the Cambridge AICE Diploma at

www.cie.org.uk/qualifications/academic/uppersec/aice

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

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Contents

1. Introduction	2
1.1 Why choose Cambridge?	
1.2 Why choose Cambridge International AS and A Level?	
1.3 Why choose Cambridge International AS and A Level History?	
1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma	
1.5 How can I find out more?	
2. Teacher support.....	6
2.1 Support materials	
2.2 Resource lists	
2.3 Training	
3. Syllabus content at a glance	7
4. Assessment at a glance	8
5. Syllabus aims and assessment objectives	10
5.1 Syllabus aims	
5.2 Assessment objectives	
5.3 Relationship between assessment objectives and components	
6. Syllabus content	11
6.1 Component 1	
6.2 Component 2	
6.3 Component 3	
6.4 Component 4	
7. Other information	35

1. Introduction

1.1 Why choose Cambridge?

Recognition

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

Cambridge International AS and A Levels are recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects.

Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives learners the freedom to select subjects that are right for them.

Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level. Cambridge AS Levels are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International AS and A Levels in countries such as the USA and Canada.

Learn more at www.cie.org.uk/recognition

Excellence in education

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

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

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

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

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

Support for teachers

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

Support for exams officers

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

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

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

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

1.2 Why choose Cambridge International AS and A Level?

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

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS and A Levels give learners building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Schools can offer almost any combination of 60 subjects, and learners can specialise or study a range of subjects, ensuring a breadth of knowledge. Giving learners the power to choose helps motivate them throughout their studies.

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

Cambridge International AS and A Levels have a proven reputation for preparing learners well for university, employment and life. They help develop the in-depth subject knowledge and understanding which are so important to universities and employers.

Learners studying Cambridge International AS and A Levels have the opportunities to:

- acquire an in-depth subject knowledge
- develop independent thinking skills
- apply knowledge and understanding to new as well as familiar situations
- handle and evaluate different types of information sources
- think logically and present ordered and coherent arguments
- make judgements, recommendations and decisions
- present reasoned explanations, understand implications and communicate them clearly and logically
- work and communicate in English.

Guided learning hours

Cambridge International A Level syllabuses are designed on the assumption that learners have about 360 guided learning hours per subject over the duration of the course. Cambridge International AS Level syllabuses are designed on the assumption that learners have about 180 guided learning hours per subject over the duration of the course. This is for guidance only and the number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

1.3 Why choose Cambridge International AS and A Level History?

Cambridge International AS/A Level History is accepted by universities and employers as proof of knowledge and understanding of History. Successful candidates gain lifelong skills including:

- assessing different interpretations of an argument
- formulating their own ideas about a subject
- presenting clear and logical arguments
- evaluating historical evidence
- developing an understanding of historical concepts such as cause and effect, similarity and difference and continuity and change.

Cambridge International AS and A Level History is one of the most recognised qualifications around the world. It is accepted as proof of academic ability and of historical knowledge for entry to universities. Every year, thousands of students with Cambridge International AS and A Level History win places at good universities worldwide.

Prior learning

We recommend that candidates who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE course in History or the equivalent.

Progression

Cambridge International A Level History provides a suitable foundation for the study of History or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in Arts, Humanities and Social Science related areas (such as Law), or as part of a course of general education.

Cambridge International AS Level History constitutes the first half of the Cambridge International A Level course in History and therefore provides a suitable foundation for the study of History at Cambridge International A Level and for related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in History or some other subjects. It is also suitable for candidates intending to pursue careers or further study in Arts, Humanities and Social Science related areas, or as part of a course of general education.

1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE Diploma is the group award of the Cambridge International AS and A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations in three different curriculum groups:

- Mathematics and Science (Group 1)
- Languages (Group 2)
- Arts and Humanities (Group 3)

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum groups.

History (9389) is in Group 3, Arts and Humanities.

Candidates can use up to two History credits towards their Cambridge AICE Diploma. They can achieve the two credits by taking:

- the full A Level
- two AS Levels on different historical topics (European, American or International History) over two or more series within a 25-month period. For example, candidates could answer questions from the European section of both papers in the June series, and then answer questions from the American section of both papers in the November series.

For candidates taking two History AS Levels, the following rules apply:

- Each topic (European, American or International History) can only contribute one credit towards the Cambridge AICE Diploma. For example, if a candidate answers questions from the European section of a paper in more than one series, only one credit will count.
- If a candidate achieves a 'mixed' AS Level by answering questions on one topic in the first paper and questions on a different topic in the second paper, this AS Level only counts as one credit towards the Cambridge AICE Diploma. It cannot be combined with another 'mixed' AS Level in History from another series to make up two credits.

Teachers should explain these rules to candidates taking the Cambridge AICE Diploma, as candidates must select the questions they answer carefully to meet these requirements.

Learn more about the Cambridge AICE Diploma at www.cie.org.uk/qualifications/academic/uppersec/aice

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

1.5 How can I find out more?

If you are already a Cambridge school

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

If you are not yet a Cambridge school

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

2. Teacher support

2.1 Support materials

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

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

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

2.2 Resource lists

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

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

2.3 Training

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

3. Syllabus content at a glance

Candidates/teachers will select **one** topic for each component. They may be related to each other (e.g. both US papers) but there is no requirement that this is the case.

AS Level	
Component 1 Document question (source-based)	Liberalism and Nationalism in Italy and Germany, 1815–1871 The Origins of the Civil War, 1846–1861 The Search for International Peace and Security, 1919–1945
Component 2 Outline study	Modern Europe, 1789–1917 The History of the USA, 1840–1941 International Relations, 1871–1945
A Level	
Component 3 Interpretations question (source-based)	The Causes and Impact of British Imperialism, c. 1850–1939 The Holocaust The Origins and Development of the Cold War, 1941–1950
Component 4 Depth study	Europe of the Dictators, 1918–1941 The History of the USA, 1945–1990 International History, 1945–1991 African History, 1945–1991 Southeast Asian History, 1945–1990s

4. Assessment at a glance

A Cambridge International A Level qualification in History can be achieved either as a staged assessment over different examination series or in one examination series.

Advanced Subsidiary (AS) candidates take:	Duration	Weighting
Component 1 Document question	1 hour	40%
Component 2 Outline study	1 hour 30 minutes	60%

Advanced Level candidates take:	Duration	Weighting
Component 1 Document question	1 hour	20%
Component 2 Outline study	1 hour 30 minutes	30%
Component 3 Interpretations question	1 hour	20%
and Component 4, one of:		
Depth study 1: Europe of the Dictators, 1918–1941	1 hour 30 minutes	30%
Depth study 2: The History of the USA, 1945–1990	1 hour 30 minutes	30%
Depth study 3: International History, 1945–1991	1 hour 30 minutes	30%
Depth study 4: African History, 1945–1991*	1 hour 30 minutes	30%
Depth study 5: Southeast Asian History, 1945–1990s*	1 hour 30 minutes	30%

* only available in the November session

Availability

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

This syllabus is available to private candidates.

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

Centres in the UK that receive government funding are advised to consult the Cambridge website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

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.

5. Syllabus aims and assessment objectives

5.1 Syllabus aims

The syllabus aims to develop:

- an interest in the past and an appreciation of human endeavour
- a greater knowledge and understanding of historical periods or themes
- a greater awareness of historical concepts such as cause and effect, similarity and difference, and change and continuity
- an appreciation of the nature and diversity of historical sources available, and the methods used by historians
- an exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues
- the ability to think independently and make informed judgements on issues
- an empathy with people living in different places and at different times
- a firm foundation for further study of History.

5.2 Assessment objectives

Candidates are assessed on their ability to:

AO1: demonstrate knowledge and understanding

- 1(a) recall, select and use historical knowledge appropriately and communicate knowledge and understanding of History in a clear and effective manner
- 1(b) demonstrate an understanding of the past through explanation, analysis and arriving at a substantiated judgement of: key concepts such as causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied

AO2: analyse, evaluate and apply

- 2(a) as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination
- 2(b) analyse and evaluate, in relation to historical context, how aspects of the past have been interpreted and represented in different ways

5.3 Relationship between assessment objectives and components

Assessment objective	Component 1	Component 2	Component 3	Component 4	Weighting
AO1(a)		30	20	30	70%
AO1(b)		30		30	
AO2(a)	30				30%
AO2(b)	10		20		
Total	40	60	40	60	100%

6. Syllabus content

6.1 Component 1

1 hour, 40 marks

Candidates will complete one document question on one of these options:

- European Option: Liberalism and Nationalism in Italy and Germany, 1815–1871
- American Option: The Origins of the Civil War, 1846–1861
- International Option: The Search for International Peace and Security, 1919–1945.

There will be two parts to each question.

Part (a) Candidates will be expected to consider two sources on one aspect of the material.

Part (b) Candidates will be expected to use all the sources and their knowledge of the period to address how far the sources support a given statement.

Candidates must answer both parts of the question they choose.

Sources will contain a maximum of 600 words and there will be at least three sources on a specific issue. Evidence will contain material from a range of documentary sources.

European Option: Liberalism and Nationalism in Italy and Germany, 1815–1871

Key Questions	Key Content
What were the main problems of nationalists in Germany and Italy?	<ul style="list-style-type: none"> • The post-Vienna Settlement of Germany and Italy • Regionalism • Different ideas of nationalism
Why did Prussia and Piedmont lead the development of unification in Germany?	<ul style="list-style-type: none"> • Revolutions in 1848–49 • Condition of Prussia and Piedmont in 1848 • Roles of Prussia and Piedmont in Germany and Italy • Immediate developments after 1849
How did Bismarck achieve the unification of Germany?	<ul style="list-style-type: none"> • Bismarck's aims in 1862 • Internal policies • Wars of unification
How did Italian leaders achieve the unification of Italy?	<ul style="list-style-type: none"> • Aims and methods of Cavour, Garibaldi and Mazzini • Importance of foreign intervention • Stages of unification

American Option: The Origins of the Civil War, 1846–1861

Key Questions	Key Content
How and why did the outcomes of the war with Mexico 1846–48 add to sectional difficulties?	<ul style="list-style-type: none"> • The Missouri Compromise, 1820 • The Wilmot Proviso, 1846 • The Treaty of Guadalupe Hidalgo, 1848 • The Compromise of 1850
Why did the Compromise of 1850 break down so quickly?	<ul style="list-style-type: none"> • Implementing the Fugitive Slave Act • Implementing the Kansas-Nebraska Act • <i>Uncle Tom's Cabin</i> • The formation of the Republican party
Why did the Republicans win the 1860 presidential election?	<ul style="list-style-type: none"> • The <i>Dred Scott</i> judgement • The Lincoln-Douglas debates • John Brown and Harpers Ferry • The election campaign of 1860
Why did the Civil War begin in April 1861?	<ul style="list-style-type: none"> • The results of the 1860 presidential election • The secession of the southern states • The leadership of Lincoln • The leadership of Jefferson Davis

International Option: The Search for International Peace and Security, 1919–1945

Key Questions	Key Content
What were the origins and aims of the League of Nations?	<ul style="list-style-type: none"> • The role of US President Wilson • Cecil (UK), Smuts (South Africa), Bourgeois (France) and Hymans (Belgium) • Peacekeeping, collective security and international co-operation
How was the League of Nations organised?	<ul style="list-style-type: none"> • Reasons why the USA, Russia and Germany were not involved • The General Assembly and The Council • Permanent Court of International Justice, The Secretariat, Commissions and Committees
What were the successes and failures of the League of Nations?	<ul style="list-style-type: none"> • Successes – organisations for labour, refugees, health; Mandates Commission; minor political disputes • Failures – Disarmament Commission; major political disputes (e.g. Manchuria, Abyssinia) • Reasons for the League's failure to preserve peace
What were the origins and aims of the United Nations?	<ul style="list-style-type: none"> • The role of US President Roosevelt • The San Francisco Conference and the Charter • Similarities and differences between the United Nations and the League of Nations

6.2 Component 2

1 hour 30 minutes, 60 marks

Candidates will select two questions from one of these options:

- European Option: Modern Europe, 1789–1917
- American Option: The History of the USA, 1840–1941
- International Option: International Relations, 1871–1945.

There will be two parts to each question.

Part (a) requires a causal explanation.

Part (b) requires consideration of significance and weighing the relative importance of factors.

Candidates must answer both parts of the question they choose.

European Option: Modern Europe, 1789–1917

Key Questions	Key Content
France, 1789–1814	
Candidates will not be expected to study foreign policy in detail but should be able to show an understanding of the effects within France of foreign policy.	
What were the aims and domestic problems of French politicians from 1789 to 1795?	<ul style="list-style-type: none"> • The reaction of Louis XVI to the revolution • The counter-revolutionaries • Aims of the Jacobins and other groups
Why were French governments unstable from 1789 to 1795?	<ul style="list-style-type: none"> • Governments from 1789 to 1795 • Economic problems • Impact of war on France
Why did Napoleon Bonaparte rise to power by 1799?	<ul style="list-style-type: none"> • The aims and rule of the Directory • The reputation of the Directory • The rise of Napoleon Bonaparte
What were Napoleon Bonaparte's domestic aims from 1799 to 1814?	<ul style="list-style-type: none"> • Napoleon as first consul • Aims and reforms • The inauguration of the empire • Propaganda and popularity
The Industrial Revolution, c.1800–c.1890	
Candidates will be expected to be aware of the impact of developments in Britain, France and Germany.	
What were the causes of the Industrial Revolution by 1800?	<ul style="list-style-type: none"> • Changes in pre-industrial society (agricultural revolution) • Growth of capitalism • Early mechanisation • Changes in communications; roads and canals

What factors encouraged and discouraged industrialisation from 1800 to c.1890?	<ul style="list-style-type: none"> • Developments in steam power; railways and machines • Urbanisation • Tariffs and trade • Conservative interests
How did the Industrial Revolution affect different classes up to c.1890?	<ul style="list-style-type: none"> • Social impact on higher, middle and lower classes • Impact on standards of living
What were the political and economic effects of the Industrial Revolution up to c.1890?	<ul style="list-style-type: none"> • Changes and challenges to political structures • Rise of the middle classes • Relative prosperity and decline
The Origins of World War I, 1900–1914	
Why did the Alliance System develop?	<ul style="list-style-type: none"> • Reasons for the Triple Alliance and Triple Entente • Relations between members of the alliances • Consequences of the alliances for international stability
What was the importance of militarism and the Naval Race?	<ul style="list-style-type: none"> • Increasing armaments • Reasons for and consequences of the Naval Race • War aims
Why were the Balkans unstable?	<ul style="list-style-type: none"> • Condition of the Balkans in the late 1800s • Balkan Nationalism
Why did war break out in 1914?	<ul style="list-style-type: none"> • Reactions to the assassination of Franz Ferdinand at Sarajevo • The invasion of Belgium • Declarations of war
The Russian Revolution, c.1894–1917	
What were the causes and immediate outcomes of the 1905 Revolution?	<ul style="list-style-type: none"> • Position and policies of Nicholas II • Social and economic change • Bloody Sunday and wider risings • The October Manifesto and its implementation
What were the strengths and weaknesses of Romanov rule from 1906 to 1914?	<ul style="list-style-type: none"> • Support for the Tsar • Reforms of Stolypin • Extent of opposition
What were the causes of the February Revolution in 1917?	<ul style="list-style-type: none"> • Effects of World War I • The role of Rasputin • Abdication of Nicholas II • Installation of the Provisional Government
Why did the Bolsheviks gain power in October 1917?	<ul style="list-style-type: none"> • Lenin's leadership of the Bolsheviks • Crises of the Provisional Government • The October Revolution

American Option: The History of the USA, 1840–1941

Key Questions	Key Content
The expansion of US power from the 1840s to the 1930s	
Candidates can be asked questions on this section which require them to consider US relations and power with regard to more than one region.	
Why, and with what consequences, did the USA expand its power in North America from the 1840s to the 1890s?	<ul style="list-style-type: none"> • The concept of Manifest Destiny • The Mexican-American War, 1846–48 • The Indian wars • The purchase of Alaska, 1867
Why, and with what consequences, did US relations with the states of Central America and the Caribbean change between the 1840s and the 1930s?	<ul style="list-style-type: none"> • Policies towards Mexico, 1846–1920 • Policies towards Cuba, 1897–1940 • Banana wars • Dollar diplomacy
Why, and with what consequences, did US relations with Europe change between the 1840s and the 1930s?	<ul style="list-style-type: none"> • US–European relations before, during and after the US Civil War • Growth of US naval power • US involvement in World War I • USA and the post-war settlement in the 1920s
Why, and with what consequences, did US relations with Asia change between the 1840s and the 1930s?	<ul style="list-style-type: none"> • China: Treaty of Wangxia (1841); Open Door policy; Chinese revolution (1911) • Japan: Commander Perry’s visit (1853); US–Japanese trade; Washington naval treaties (1922) • Acquisition of Hawaii and the Philippines
Civil War and Reconstruction, 1861–1877	
Why did the Civil War last for four years?	<ul style="list-style-type: none"> • The military strategies of the two sides • The leadership of the two sides • The political aims of the two sides • The resources available to the two sides
How great was the immediate impact of the Civil War?	<ul style="list-style-type: none"> • Limitations on civil liberties during the war • The Emancipation Proclamation, 1863 • Life in the Confederate States • Democratic politics; North and South
What were the aims and outcomes of Reconstruction?	<ul style="list-style-type: none"> • Presidential Reconstruction • Radical Reconstruction • Constitutional Amendments 13, 14 and 15 • The changing practice of Reconstruction

How successful was Reconstruction?	<ul style="list-style-type: none"> • The changing position of ex-slaves • The responses of the White South • The Compromise of 1877
The Gilded Age and the Progressive Era, from the 1870s to the 1920s	
Why were the 1870s and 1880s decades of rapid industrialisation?	<ul style="list-style-type: none"> • The growth of trusts and corporations • Technological innovations • The growth of the railways • Trade policies, e.g. tariffs
How great were the economic and social consequences of rapid industrialisation in the late nineteenth century?	<ul style="list-style-type: none"> • New immigration • Economic growth and recessions • The realities of urbanisation • The farming crisis
What were the main aims of the Progressive Movement in the 1890s and 1900s?	<ul style="list-style-type: none"> • Limits on party machines and bosses • Prohibition • Female emancipation • Regulation of private corporations
How successful was the Progressive Movement?	<ul style="list-style-type: none"> • The career of Theodore Roosevelt • Constitutional reforms • The presidency of Woodrow Wilson
The Great Crash, the Great Depression and the New Deal, from the 1920s to 1941	
How great was the impact of the Great Crash and the Great Depression on the USA?	<ul style="list-style-type: none"> • Economic developments in the 1930s • Developments in US society • Political change in the 1930s • The USA in the 1920s
How effective were the strategies used by Presidents Hoover and Roosevelt to deal with the domestic problems facing the USA in the 1930s?	<ul style="list-style-type: none"> • The economic and social policies of Herbert Hoover • The 100 Days and the First New Deal • The Second New Deal • Franklin Roosevelt's political strategies
How effective was the opposition to the New Deal?	<ul style="list-style-type: none"> • Opposition from the liberal left • Opposition from the conservative right • Opposition from the Supreme Court
Based on his leadership of the USA in the 1930s, how far does Franklin Roosevelt deserve his reputation as one of the great US presidents?	<ul style="list-style-type: none"> • The case for: durable change • The case against: limited economic impact, challenge to US values • The historical debate

International Option: International Relations, 1871–1945

Key Questions	Key Content
International relations, 1871–1918	
Why, and with what results, was there a growth in imperial expansion during the last quarter of the nineteenth century?	<ul style="list-style-type: none"> • Reasons for imperial expansion in the late nineteenth century • The ‘scramble’ for Africa; Treaty of Berlin (1885) • Disputes over the Chinese Empire; wars in South Africa
How and why did the USA emerge as a world power?	<ul style="list-style-type: none"> • Economic growth and the need for trade • The Spanish-American War (1898), the Panama Canal and the development of an ‘American Empire’ • Reasons for and implications of the USA’s entry into World War I
How and why did Japan emerge as a world power?	<ul style="list-style-type: none"> • Rapid modernisation and military development • Wars with China (1894–95) and Russia (1905); treaty with Britain (1902) • Japan’s strong position in 1918
Why, and with what results, did a system of rigid alliances develop between European nations?	<ul style="list-style-type: none"> • The aims and objectives of each of the European powers • The development of the Triple Alliance and the Triple Entente • Implications of the alliances for international peace and stability
International relations, 1919–1933	
Why did the peace settlements of 1919–1920 fail to secure lasting peace?	<ul style="list-style-type: none"> • Terms and implications of the various treaties • Disenchantment of France, Italy, Bolshevik Russia and the defeated powers; implications of the USA’s failure to ratify the settlement • Problems in ‘successor states’ created by the post-war settlements
What attempts were made to improve international relations between 1919 and 1933 and how successful were they?	<ul style="list-style-type: none"> • Disturbed relations (1919–23) in the aftermath of peace settlements • Improvement in international relations: Washington Conferences (1921–22); Genoa Conference (1922); Dawes Plan (1924); Locarno Treaties (1925); Kellogg-Briand Pact (1928); Young Plan (1929); World Disarmament Conference (1932–33) • The impact of world economic problems after 1929
How did relations between the USSR, Britain, France and Germany develop between 1919 and 1933?	<ul style="list-style-type: none"> • France’s attempts to deal with the problem of Germany from 1919 to 1933 • The USSR’s realisation of the need for peaceful co-existence and co-operation with the capitalist world • Relations between the USSR and Britain, France and Germany

What were the main aims and implications of US foreign policy, 1919–1933?	<ul style="list-style-type: none"> • Reasons for and the impact of the USA's return to isolationism • Importance of overseas trade, investment and war debt to foreign policy • The impact of US foreign policy on the world economic crisis after 1929
International relations, 1933–1939	
What were the aims and implications of Mussolini's foreign policy?	<ul style="list-style-type: none"> • Desire to make Italy great and feared – Corfu Incident and Fiume • Diplomacy from 1923 to 1934 • Aggression after 1934: Abyssinia; Spanish Civil War; Rome–Berlin Axis; Albania; Pact of Steel
Why did civil war break out in Spain in 1936?	<ul style="list-style-type: none"> • Reasons for King Alfonso XIII's abdication in 1931 • Problems facing the new republic • Reasons for and implications of Franco's victory
What were the aims and implications of Hitler's foreign policy?	<ul style="list-style-type: none"> • Hitler's general aims – destroying Versailles Treaty, building up army, recovering lost territory, bringing all German-speaking people into the Reich • Successes, 1933–38; appeasement • Czechoslovakia and Poland, 1938–39
Why did war break out in 1939?	<ul style="list-style-type: none"> • Long-term issues such as dissatisfaction with the Treaty of Versailles and the failure of collective security • Historical debate regarding Hitler's intentions • Appeasement and the role of the USSR
China and Japan, 1919–1945	
What were the implications of the 'warlord era' which affected China from 1916 to 1928?	<ul style="list-style-type: none"> • Yuan Shih-kai and disintegration of China • May the Fourth Movement • Growth of Kuomintang (Nationalist) Party under Dr Sun Yat-sen
How effective was the Kuomintang in achieving its aims?	<ul style="list-style-type: none"> • The Three Principles • Progress under Chiang Kai-shek • Kuomintang's successes and failures
Why did communism gain support in China?	<ul style="list-style-type: none"> • Mao Zedong and the Long March • Reasons for dissatisfaction with Kuomintang • Impact of Japanese occupation of Manchuria in 1931
Why, and with what effects, did Japan become a military dictatorship in the 1930s?	<ul style="list-style-type: none"> • Japan's strong position in 1918 • Political and economic factors; Manchuria (1931) and China (1937) • Implications of military rule in Japan; involvement in World War II

6.3 Component 3

1 hour, 40 marks

Candidates will be given an extract from an historian's writing. The author of the extract will not be identified, nor will candidates be asked to identify the author. One extract will be set on each of the topics. The extract will be no more than 600 words in length. There will be a single question, asking candidates what they can learn from the extract about the interpretation and approach of the historian who wrote it. They will be expected to show knowledge and understanding of the events and developments included in the topic (Assessment Objective 1(a)), but the purpose of the study will be for them to develop the ability to analyse and evaluate how aspects of the past have been interpreted and represented in different ways (Assessment Objective 2(b)). Answers will be marked out of a total of 40 marks (20% of the total A Level assessment).

Candidates are required to answer one question on their chosen topic:

- Topic 1: The Causes and Impact of British Imperialism, c.1850–1939
- Topic 2: The Holocaust
- Topic 3: The Origins and Development of the Cold War, 1941–1950

While candidates will be expected to have an awareness of different interpretations, their study of the topic should not be simply historiographical. Rather, by considering different interpretations, candidates should develop an understanding of the nature of the discipline of History, and the ways in which History is produced.

In particular, through studying their chosen topic, candidates will need to consider **why historians produce different interpretations** of the same events, including:

- the fragmentary nature of historical evidence
- the selection and interpretation of evidence
- the ways that the passage of time can change the focus of historians' views, with the emergence of new evidence or new interpretations of other historians
- the ways that historians are influenced by the time and place in which they work.

They will also need to develop an awareness of **the different approaches historians adopt** to their work, including:

- how different historians ask different questions about their field of study
- how historians' approaches are influenced by their own ideology and beliefs (e.g. by focusing on issues of class, gender, the role of structures)
- the inter-relationship between historians' interpretations and approaches.

Topic 1: The Causes and Impact of British Imperialism, c.1850–1939

Candidates will study the following content and the differing interpretations that historians have produced, with a particular focus on the over-arching Key Question, *What motives explain British Imperialism in this period?*

Key Content	Key Approaches
<p>This topic covers the following events and developments in those parts of the British Empire which had not achieved self-rule by c.1900:</p> <ul style="list-style-type: none"> • The nature and extent of British imperial rule • Formal and informal Empire • The 'New Imperialism', after c.1870 • Impacts of Empire on those who were colonised: developing challenges to imperial rule • Impacts of Empire on the metropole • Gender and Empire 	<p>Candidates should explore the following issues through the interpretations and approaches of different historians:</p> <ul style="list-style-type: none"> • How can the acquisition of Empire be explained? • How far can Empire be explained in economic terms: the Hobson-Lenin interpretation and their critics? • How far was there change, and how much continuity, in imperial policy? • Top-down approaches: explanations stressing the role of social elites, 'gentlemanly capitalism' • How far were imperial decisions made at the metropole and how far at the periphery? • Approaches focusing on the periphery: the impact of Empire on individual places and peoples • Why was the Empire in decline by 1939? • Empire and culture: how the Empire was perceived and represented, the impact of Empire on British society • Gender and Empire: how important was the contribution of women in the Empire? • The balance sheet of Empire: who lost and who gained?

Topic 2: The Holocaust

Candidates will study the following content and the differing interpretations that historians have produced, with a particular focus on the over-arching Key Question, *Why did the Holocaust occur?*

Key Content	Key Approaches
<p>This topic covers the following events and developments:</p> <ul style="list-style-type: none"> • The background of European and German anti-Semitism and racist theories • Nazi anti-Semitism and persecution of the Jews, 1933–41 • The impact of war on Nazi policy towards the Jews • Ghettoisation and Jewish responses to the Holocaust • The development of Nazi extermination policies towards Jews and other minorities • Contemporary reactions to the Holocaust 	<p>Candidates should explore the following issues through the interpretations and approaches of different historians:</p> <ul style="list-style-type: none"> • How far was the Holocaust a consequence of racist ideas which existed before the Nazis? • The Intentionalist approach and the role of Hitler: was the Holocaust planned in advance by Hitler? • The Functionalist/Structuralist approach; how far did the nature of the Nazi state and the impact of war determine how the Holocaust developed? • Synthesis interpretations which aim to reconcile the Intentionalist and Functionalist viewpoints: <ul style="list-style-type: none"> ○ Perpetrators: who carried out the Holocaust, and why? Was murderous behaviour the exception or were many involved? Why did non-Germans participate in the killings? ○ Victims: How far did Jews resist the Holocaust, and how can resistance be defined? Did men and women experience the Holocaust in different ways? Should definitions of the Holocaust include victims other than Jews? ○ Bystanders: How did the USA and Britain respond to the Holocaust at the time?

Topic 3: The Origins and Development of the Cold War, 1941–1950

Candidates will study the following content and the differing interpretations that historians have produced, with a particular focus on the over-arching Key Question, *Who was to blame for the Cold War?*

Key Content	Key Approaches
<p>This topic covers the following events and developments in the evolution of the Cold War in Europe:</p> <ul style="list-style-type: none"> • Tensions in the wartime alliance against the Axis powers • Peacemaking at the end of World War II • Increasing tensions in a divided Europe • The Truman Doctrine and the Marshall Plan • The Berlin Blockade and Airlift 	<p>Candidates should explore the following issues through the interpretations and approaches of different historians:</p> <ul style="list-style-type: none"> • How far were inherent tensions between East and West bound to resurface in 1945? • How important were the personalities of the leaders of the Great Powers in shaping the Cold War? • How far were ideology, security and economics the factors which created Cold War tensions? • The Traditional approach • The Revisionist approach • Post-Revisionist approaches • How have the perspectives on the Cold War of Russian historians differed from those in the West? • Reinterpretations of the Cold War in the light of new archival sources • The emergence of the 'New' Cold War history

6.4 Component 4

1 hour 30 minutes, 60 marks

Candidates will select two questions on their chosen depth study:

- Europe of the Dictators, 1918–1941
- The History of the USA, 1945–1990
- International History, 1945–1991
- African History, 1945–1991*
- Southeast Asian History, 1945–1990s*.

* only available in the November session

Depth study 1: Europe of the Dictators, 1918–1941

Key Questions	Key Content
Theme 1: Lenin's Russia, 1918–1924	
What were Lenin's methods in government?	<ul style="list-style-type: none"> • Lenin and Marxism • Party leadership • Role of Cheka
Why did the Bolsheviks win the Civil War?	<ul style="list-style-type: none"> • Reasons for Civil War • Role of Trotsky • Bolshevik victory
How effective were economic policies?	<ul style="list-style-type: none"> • Economic condition of Russia • Purpose and effectiveness of War Communism • Purpose and effectiveness of New Economic Policy
How far was Lenin a totalitarian ruler?	<ul style="list-style-type: none"> • Extent of totalitarianism in Russia • Extent and limits of Lenin's power and success
Theme 2: Mussolini's Italy, 1920–1941	
Why did Mussolini gain power in 1922?	<ul style="list-style-type: none"> • Italy after World War I • Problems of democratic parties • Appeal of Fascism • Mussolini's appointment as prime minister
What were Mussolini's domestic aims up to 1941?	<ul style="list-style-type: none"> • Mussolini's aims in government and administration • Economic aims • Relations with the church
How far did Mussolini achieve his domestic aims up to 1941?	<ul style="list-style-type: none"> • Mussolini's popularity • Propaganda and repression • The Corporate State
How far was Mussolini a totalitarian ruler?	<ul style="list-style-type: none"> • Extent of totalitarianism in Italy • Extent and limits of Mussolini's power and success up to 1941

Theme 3: Stalin's Russia, 1924–1941	
Why did Stalin gain power from 1924?	<ul style="list-style-type: none"> • Lenin's legacy • Stalin's position in the Party • Relations with Trotsky and other Soviet leaders • Use of repression
What were Stalin's domestic aims up to 1941?	<ul style="list-style-type: none"> • Stalin's aims in government and administration • Economic aims • Social aims
How far did Stalin achieve his domestic aims up to 1941?	<ul style="list-style-type: none"> • Stalin's personal reputation • Economic changes • Impact on social groups
How far was Stalin a totalitarian ruler?	<ul style="list-style-type: none"> • Extent of totalitarianism in Russia • Extent and limits of Stalin's power and success up to 1941
Theme 4: Hitler's Germany, 1929–1941	
Why did Hitler gain power in 1933?	<ul style="list-style-type: none"> • Problems facing Weimar politicians from 1929 • Nazism • Hitler's appointment as Chancellor • Consolidation of power, 1933–1934
What were Hitler's domestic aims up to 1941?	<ul style="list-style-type: none"> • Hitler's aims in government and administration • The Führer Principle • Economic aims • Policies towards opposition, Jews and minorities
How far did Hitler achieve his domestic aims to 1941?	<ul style="list-style-type: none"> • Hitler's reputation and popularity • Propaganda and repression • Economic changes • Social impact
How far was Hitler a totalitarian ruler?	<ul style="list-style-type: none"> • Extent of totalitarianism in Germany • Extent and limits of Hitler's power and success up to 1941

Depth study 2: The History of the USA, 1945–1990

Candidates can be asked questions which require them to consider economic, social and political developments across decades as well as within them.

Key Questions	Key Content
Theme 1: The late 1940s and 1950s	
Why and how was this period a time of economic prosperity?	<ul style="list-style-type: none"> • US economic development, 1945–60 • The growth of the middle class • The consumer economy • The role of the federal government
How great was the social change experienced by the USA in this period?	<ul style="list-style-type: none"> • The growth of suburbs and exurbs • The role and status of women • The impact of new mass media
How far was this period a time of political stability?	<ul style="list-style-type: none"> • The election of Truman in 1948 • McCarthyism and the Red Scare • Eisenhower’s domestic policies
How effective was the civil rights movement?	<ul style="list-style-type: none"> • Relevant Warren Court judgements • The impact of SNCC and CORE • The role of leading African Americans • The role of state and federal governments
Theme 2: The 1960s and 1970s	
Why did the USA experience a deteriorating economic situation in the 1960s and 1970s?	<ul style="list-style-type: none"> • The economic impact of the Cold War • The end of the gold-dollar standard, 1971 • The oil crises of 1973 and 1979 • Stagflation
How far did the USA experience a social revolution in the 1960s and 1970s?	<ul style="list-style-type: none"> • The growth of a counterculture • The rise of feminism • The rise of the gay rights movement, e.g. Stonewall • The emergence of the ‘silent majority’
Why was this period a time of short-lived presidencies?	<ul style="list-style-type: none"> • The Kennedy presidency • LBJ and the Great Society • Nixon and Watergate • The Ford and Carter presidencies
How great was the change in the treatment and status of ethnic minorities in the 1960s and 1970s?	<ul style="list-style-type: none"> • African American Civil Rights movements • The rise and fall of Black Power • Affirmative action • Hispanics and American Indians

Theme 3: The 1980s	
How far did the US economy improve in the 1980s?	<ul style="list-style-type: none"> • Reaganomics • The impact of foreign competition • Changing living standards • The twin deficits: budget and trade
How effective were the responses to the social challenges facing the USA in the 1980s?	<ul style="list-style-type: none"> • The war on drugs • The impact of AIDS • The position of social minorities • The rise of the religious right
How far were the 1980s a time of relative political stability?	<ul style="list-style-type: none"> • The two-term Reagan presidency • The rise of the New Right • The election of George H W Bush • The decline of the Democrats
How far did the position of the ethnic minorities improve in the 1980s?	<ul style="list-style-type: none"> • The impact of Reaganomics • Affirmative action in practice • Relevant Supreme Court judgements • The role of black civil rights groups
Theme 4: Foreign policy	
Why did the USA develop the policy of containment in the late 1940s?	<ul style="list-style-type: none"> • Policy-making in the Truman presidency • George Kennan's Long Telegram, 1946 • Developments in Europe, 1945–50 • Developments in Asia, 1945–50
Was US foreign policy towards communism between 1950 and 1963 a policy of containment or a policy of rollback?	<ul style="list-style-type: none"> • Foreign policy towards Europe, e.g. Berlin • Foreign policy towards Asia, e.g. China • Foreign policy in the Middle East • Foreign policy in Latin America
Why, and with what success, did the USA follow a policy of détente between 1963 and 1979?	<ul style="list-style-type: none"> • Vietnam, 1964–75 • Nuclear arms treaties, e.g. NPT, SALT • Nixon and China • Helsinki Accords, 1975
How far did Reagan change his policy towards the communist world during his presidency?	<ul style="list-style-type: none"> • Reagan the Cold War warrior, 1981–84 • Reagan and Gorbachev, 1985–89 • Strategic Defence Initiative, i.e. 'Star Wars'

Depth study 3: International History, 1945–1991

Key Questions	Key Content
Theme 1: The Cold War, 1950–1975	
How did relations between the USA and the USSR change and develop in the 1950s and 1960s?	<ul style="list-style-type: none"> • Post-Stalin thaw after 1953 – achievements and limitations • Soviet and US policies – Beria; Malenkov; Khrushchev; Eisenhower; Dulles; Kennedy • Impact of key events – Korean War; Hungarian Uprising; Berlin Wall; Cuba
How and why did the Cold War spread outside Europe after 1950?	<ul style="list-style-type: none"> • Korea; Cuba; Vietnam; Latin America; Africa; the Middle East • Debates over the aims of Soviet policies and involvement • US policies and involvement; containment; NSC-68, rollback
What impact did the nuclear arms race have on the conduct of the Cold War 1950–75?	<ul style="list-style-type: none"> • Causes and development of the arms race • Changes and developments in Soviet and American nuclear strategies 1950–75; impact on the nature of the Cold War • Attempts to control nuclear weapons after Cuban missile crisis – Test Ban treaties; NPT; SALT
Why was there a move towards détente in the 1970s?	<ul style="list-style-type: none"> • General factors – risk of nuclear war; economic problems, e.g. the oil crisis, 1973; Brandt and Ostpolitik; Kissinger and Realpolitik • Soviet needs – economic and technological issues; problems in eastern Europe • US needs in the wake of defeat in Vietnam
Theme 2: The Cold War, 1975–1991	
How effective was détente in the 1970s?	<ul style="list-style-type: none"> • SALT Treaties • Helsinki Accords, 1975 • Debate regarding the achievements and effectiveness of détente
What were the causes of the ‘Second Cold War’?	<ul style="list-style-type: none"> • USA – rise of neo-conservatism; impact of Islamic militancy in Tehran; failure to ratify SALT II • USSR – increasing influence in the third world; Brezhnev’s failing health • Soviet invasion of Afghanistan
Why, and with what effects, did the USSR suffer a ‘crisis of communism’ during the 1980s?	<ul style="list-style-type: none"> • Long-term factors – stagnation under Andropov and Chernenko; nationalism in USSR and eastern Europe; economic issues • Reasons for and effects of Gorbachev’s policies: Glasnost; Perestroika; ‘Sinatra Doctrine’ • Collapse of the Soviet Union
Why did the Cold War come to an end?	<ul style="list-style-type: none"> • Triumphalism – the role of Reagan • Problems facing the USSR and the role of Gorbachev • Triangular diplomacy
Theme 3: China, 1945–1991	
Why did the CCP gain victory in 1949?	<ul style="list-style-type: none"> • Why the CCP had popular support • Inefficiencies and corruption of KMT • Leadership of Mao Zedong and Zhou En-lai

How successful was Mao Zedong in dealing with China's problems?	<ul style="list-style-type: none"> • The problems facing China; agriculture; industry; the new constitution • The Hundred Flowers campaign; The Great Leap Forward; The Cultural Revolution • Foreign relations; Sino-Soviet split
How successful was Deng Xiaoping in dealing with China's problems?	<ul style="list-style-type: none"> • Social and economic reforms; 'market socialism' • Reaction to demands for political reform • Foreign relations
Why was China able to survive the 'crisis of communism'?	<ul style="list-style-type: none"> • The crisis of 1987; Tiananmen Square, 1989; divisions within the CCP • How Deng maintained control of the CCP and the army • Comparisons between the USSR and the PRC in addressing the 'crisis of communism'
Theme 4: Conflict in the Middle East, 1948–1991	
Why did the creation of the state of Israel lead to war?	<ul style="list-style-type: none"> • Long-term factors – Arab unity; strategic importance of the Middle East; foreign interference; persecution of Jews • Reasons for, and effects of UN decision to partition Palestine • Involvement of Britain and the USA
How did the Arab-Israeli conflict develop between 1948 and 1973?	<ul style="list-style-type: none"> • Arab-Israeli War, 1948–49 • Ongoing disputes: Suez War (1956); Six-Day War (1967); Yom Kippur War (1973) • Camp David Agreements, 1978–79
What impact did the Cold War have on the conflict in the Middle East?	<ul style="list-style-type: none"> • Reasons for superpower involvement • American policies and their impact • Soviet policies and their impact
What factors led to the de-stabilisation of the Middle East between 1975 and 1991?	<ul style="list-style-type: none"> • Civil war in Lebanon • Iran-Iraq War, 1980–88 • Gulf War, 1990–91

Depth study 4: African History, 1945–1991

This option is only available in the November session.

Key Questions	Key Content
Theme 1: Liberation from colonial control	
What was the role of mass political parties in determining the speed with which independence was achieved?	<ul style="list-style-type: none"> • Transition from early nationalist movements led by educated elite to mass nationalism after 1945 • Emergence of political parties, e.g. the UGCC and CPP in Ghana, the NCNC and AG in Nigeria, the RDA in Ivory Coast, ZANU and ZAPU in Zimbabwe • Attitude of colonial authority to devolution of political power, e.g. in Belgian Congo, Southern Rhodesia, Gold Coast, French West Africa
How important were personalities/leaders in nationalist movements?	<ul style="list-style-type: none"> • Charisma and personal qualities of leaders, e.g. Nkrumah, Azikiwe, Senghor, Kenyatta • Importance of political skill and previous experience in acquisition of power • Methods used to gain power, e.g. development of support base, skilful use of media, mass rallies, propaganda, relationship with trade unions/workers
Why was the achievement of independence peaceful in some colonies and violent in others?	<ul style="list-style-type: none"> • Attitudes of colonial powers – previous inclusion of Africans in legislative processes, devolution of power accepted or opposed • Characteristics of African peoples – tribal background, type of rule, co-operation or conflict during colonial period • Analysis of military conflicts, e.g. Mau Mau in Kenya; comparison with areas of more peaceful transition, e.g. Ghana, Uganda, Nigeria; Zimbabwe and Nyasaland • The impact of the settler factor on colonial attitudes
What was the significance of outside factors in African nationalist movements?	<ul style="list-style-type: none"> • World War II • Atlantic Charter/attitude of the USA towards colonialism • Independence of India • Bandung Conference • Cold War

Theme 2: Changes in African political structures after independence	
How well equipped were new government structures to deal with political challenges to new states?	<ul style="list-style-type: none"> • Colonial legacy, e.g. British Westminster model; attempts to build on legacy or be very different; how appropriate a multi-party system of government was • Nationalist movement legacy, e.g. factors that determined stability of new government. How united the people were behind new parties/leaders, e.g. Nyerere • Interaction between democracy, socialism, capitalism; internal lobbies/outside pressures • Franchise, how inclusive government was
How did the role and nature of political parties change after independence?	<ul style="list-style-type: none"> • Fragmentation of aims, geographical splits/tribal interests; development of ethnic power bases • Trend from multi-party to one-party states in interests of unity/keeping major party or leader in power • Political opponents to leader, rival political parties, personality/tribal clashes; why some leaders/parties adapted to new situations better than others • Incompetence, corruption, changes of government – whether root causes were endemic or due to changed situation
Why did many African countries become one-party or military states within a few years of independence?	<ul style="list-style-type: none"> • CPP, KANU and Malawi Congress Party • Why there were so many military coups in Africa after independence. Possible examples include Zaire, Dahomey (1965), Nigeria, Ghana (1966) • Whether military regimes were different in purpose/nature, e.g. 'guardian' – Mobutu in Zaire – or 'reformist' – Nigeria
In what ways were African countries affected by Cold War tensions?	<ul style="list-style-type: none"> • Efforts to shake off colonial past resulted in a turning towards the USSR after 1947 • CPP, NCNC, Frelimo in Mozambique and MPLA in Angola, ZANU and ZAPU all received strong material and diplomatic assistance from the USSR • Chinese influences – strong support for nationalist movements in southern Africa • Non-alignment, e.g. Nyerere in Tanzania

Theme 3: Social, economic and cultural trends after independence	
What difference did independence make to the lives of the people?	<ul style="list-style-type: none"> • Significance of external recognition • Individual case studies/how tribes were affected • Economic changes – prosperity, migration, social and family conditions, health, education, religion
What were the social and economic power bases of newly independent states?	<ul style="list-style-type: none"> • Tribal groups, urban/rural divide, trade unions, educated elite, military, left-wing groups, capitalists • Favouritism, media, powerful individuals or groups • Social groups, pressure groups, new forces in society
How successfully did new African states manage economic resources and develop industry?	<ul style="list-style-type: none"> • Colonial industry as supplier of primary products – needed transforming • Tradition of mineral wealth being exploited; African countries had to reclaim, often at expense of skilled managers and capital investment
What was the cultural impact of independence?	<ul style="list-style-type: none"> • Triple heritage of indigenous culture, Islamic influences and western Christian traditions – whether there was a separate impact or interaction • Negritude in Senegal – links between poetry and nationhood • African writers – novelists expressing impact of colonialism and independence upon traditional Africa, e.g. Achebe, Soyinka; biographical accounts, e.g. Lijembe's 'East African Childhood'; and observations on African society, e.g. Molly Mazrui • African music and art – whether there are common themes or tribal individuality
Theme 4: Pan-Africanism, the United Nations and inter-state co-operation in Africa	
Was Pan-Africanism ever a realistic objective?	<ul style="list-style-type: none"> • Strength before independence • OAU Charter in place from 1963 to 1982, achievements in resolving minor conflicts but not in major ones, e.g. Biafra • Whether aim of political unity was realistic
Who were the main leaders of the Pan-Africanist movement and what were their motives?	<ul style="list-style-type: none"> • Nkrumah – a dynamic leadership • Leadership of countries such as Guinea, Mali – struggles for voice within French West Africa • OAU – Nkrumah, Nasser and Haile Selassie – personal agendas
What were the advantages and disadvantages of co-operation for African states?	<ul style="list-style-type: none"> • Strength in numbers, all working for the same objective – independence at first • Loss of sovereignty if political independence is the aim • Bargaining against the rest of the world for funds/favourable trade terms • Attempts at economic unity
How significant a role has the United Nations played in stabilising independent African states and regions?	<ul style="list-style-type: none"> • Attempts to create 'African blocs' at the UN • UN involvement in African flashpoint situations, e.g. Togo, Congo • UN as a partner in African development

Depth study 5: Southeast Asian History, 1945–1990s

This option is only available in the November session.

Key Questions	Key Content
Theme 1: The impact of World War II	
What was the economic and social impact of Japanese rule on the people of Southeast Asia?	<ul style="list-style-type: none"> • The aims and nature of the Japanese Co-prosperity zone in Southeast Asia • The effects of the loss of European and US colonial markets • The economic effects of the war and blockades • Revival of indigenous military traditions and effect on village tradition of greater mobility in wartime
What was the importance of resistance movements against Japan in Southeast Asia?	<ul style="list-style-type: none"> • Impact of Communist resistance in Indo-China • Resistance in the Philippines • British and American sponsored resistance in Burma, Thailand and Malaya • Problems faced by resistance movements and reasons for different levels of resistance in Southeast Asia
To what extent did Japanese rule develop nationalism in Southeast Asia?	<ul style="list-style-type: none"> • Extent of Southeast Asian nationalism before 1940 • Importance of co-operation of political leaders with the Japanese • Japanese wartime propaganda • Japanese political concessions after 1942
How far did World War II bring about the end of colonial rule in Southeast Asia?	<ul style="list-style-type: none"> • Problems of maintaining colonial rule in Southeast Asia before World War II • How far wartime defeats made it impossible to maintain colonial rule in Burma and the Philippines • Why Dutch colonial rule ended • Why colonial rule lasted longer in Malaya and Indo-China

Theme 2: The achievement of independence and its consequences	
Why, and with what consequences (to 1975), did Vietnam achieve independence in 1954?	<ul style="list-style-type: none"> • Reasons for French defeat • Why did Vietnam remain divided for so long? • What was the importance for Vietnam of US involvement? • The impact on the region of ongoing conflict in Vietnam
Why, and with what consequences, did the Federation of Malaysia come about?	<ul style="list-style-type: none"> • British pressure to maintain unity • Problems of integrating Singapore and Malaya • The situation in Brunei • Importance of separation of Singapore
How well did Sukarno and Suharto deal with the problems of Indonesia after independence?	<ul style="list-style-type: none"> • Role of the army • Guided Democracy and authoritarianism • Pancasila • Social and economic development
What problems faced the supporters of democracy in Burma after independence?	<ul style="list-style-type: none"> • Regional divides inherited from colonial rule • Economic problems • Influence and tactics of Ne Win • Situation of Aung San Suu Kyi

Theme 3: Nation building	
Why was there military rule in Thailand?	<ul style="list-style-type: none"> • Inherited military rule in 1948 • Role of military strong-men • US influence and Cold War context • Problems of opposition
Why did the Philippines come under the rule of Marcos and have his successors been more successful?	<ul style="list-style-type: none"> • Social and political situation by 1965 • The Marcos coup and its consequences • Policies of Ramos, Estrada and Arroyo • Problems of insurgency and Islamic militancy
What explains the emergence and nature of the Pol Pot regime in Cambodia?	<ul style="list-style-type: none"> • The coup against Sihanouk and the legacy of his rule • The rise of the Khmer Rouge and civil war 1970–75 • Personality and ideas of Pol Pot • Social and economic policies 1975–78
How successfully did the regimes of Vietnam, Cambodia and Laos respond to changing political circumstances after 1991?	<ul style="list-style-type: none"> • Impact of ideological change with the end of the USSR and changes in China • Foreign investment and co-operation • Growth of private sector • Reforms in Party and government
Theme 4: Regional developments	
How important has ASEAN been for Southeast Asia?	<ul style="list-style-type: none"> • Foundation and aims of ASEAN • Economic co-operation • Political co-operation • Criticisms of ASEAN
What were the major reasons for social development in post-colonial Southeast Asia before 1991?	<ul style="list-style-type: none"> • Education change • Urbanisation • Communications • Religious factors
What has been the impact of globalisation and economic change on Southeast Asia since 1991?	<ul style="list-style-type: none"> • Reasons for the development of the 'Tiger economies' • Financial; Crash of 1997 and its importance • Unequal development of Southeast Asian economies • Consequences of economic growth for living standards and social development

7. Other information

Equality and inclusion

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

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

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

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

Language

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

Grading and reporting

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

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on these components was sufficient to merit the award of a Cambridge International AS Level grade.

Entry codes

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

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