



Cambridge Assessment
International Education

Syllabus

Cambridge IGCSE™ (9–1) History 0977

For examination in June and November 2020, 2021 and 2022.



Version 4

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Changes to this syllabus

For information about changes to this syllabus for 2020, 2021 and 2022, go to page 41.

The latest syllabus is version 4, published November 2020.

Any textbooks endorsed to support IGCSE History (0470) for examination from 2015 are suitable for use with this syllabus.



1 Why choose this syllabus?

Key benefits

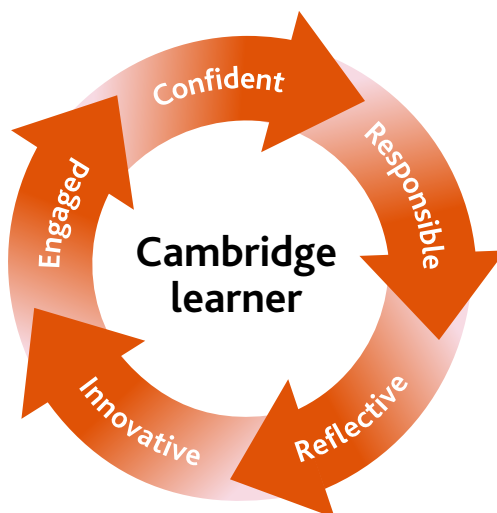
Cambridge IGCSE™ syllabuses are created especially for international students. For over 25 years, we have worked with schools and teachers worldwide to develop syllabuses that are suitable for different countries, different types of schools and for learners with a wide range of abilities.

Cambridge IGCSE (9–1) History offers the opportunity to study world history from the nineteenth century to the beginning of the twenty-first century. It encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. Learners will explore history from a diversity of perspectives, including social, economical, cultural and political, and are given the opportunity to:

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

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Our approach encourages learners to be:



'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

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The combination of knowledge and skills in Cambridge IGCSE (9–1) History gives learners a solid foundation for further study. Candidates who achieve grades 4 to 9 are well prepared to follow a wide range of courses including Cambridge International AS & A Level History.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'

Mrs Omnia Kassabgy, Managing Director of British School in Egypt BSE

Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your learners the best possible preparation for Cambridge IGCSE.

Teaching resources

- School Support Hub
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- Syllabus
- Scheme of work
- Learner guide
- Discussion forum
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- Question papers
- Mark schemes
- Example candidate responses to understand what examiners are looking for at key grades
- Examiner reports to improve future teaching

Support for
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2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to:

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

Content overview

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

Option A

The nineteenth century: the development of modern nation states, 1848–1914

The content focuses on the following Key Questions:

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

or:

Option B

The twentieth century: international relations since 1919

The content focuses on the following Key Questions:

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

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

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



Support for Cambridge IGCSE (9–1) History

Our School Support Hub www.cambridgeinternational.org/support provides Cambridge schools with a secure site for downloading specimen and past question papers, mark schemes, grade thresholds and other curriculum resources specific to this syllabus. The School Support Hub community offers teachers the opportunity to connect with each other and to ask questions related to the syllabus.

Assessment overview

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

All candidates take:

Paper 1 2 hours
Written paper 40%
60 marks
Candidates answer **two** questions from Section A (Core Content) and **one** question from Section B (Depth Studies)
All questions are in the form of structured essays, split into three parts: (a), (b) and (c)
Externally assessed

and:

Paper 2 2 hours
Written paper 33%
50 marks
Candidates answer **six** questions on **one** prescribed topic taken from the Core Content. There is a range of source material relating to each prescribed topic. The prescribed topic changes in each examination session – see Section 4
Externally assessed

All candidates take either:

Component 3
Coursework 27%
40 marks
Candidates produce **one** piece of extended writing based on a Depth Study from the syllabus or a Depth Study devised by the Centre
Internally assessed/externally moderated

or:

Paper 4 1 hour
Alternative to Coursework – 27%
Written paper
40 marks
Candidates answer **one** question on a Depth Study
Externally assessed

Assessment objectives

The assessment objectives (AOs) are:

AO1 An ability to recall, select, organise and deploy knowledge of the syllabus content.

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

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

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

Weighting for assessment objectives

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

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1	30
AO2	43
AO3	27

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Paper 1	Paper 2	Component 3 and Paper 4
AO1	33	20	37.5
AO2	67	0	62.5
AO3	0	80	0

3 Subject content

All candidates study all the Core Content in either:

Option A **The nineteenth century: the development of modern nation states, 1848–1914**

or

Option B **The twentieth century: international relations since 1919**

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

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

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

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

Core Content: Option A

The nineteenth century: the development of modern nation states, 1848–1914

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

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

1 Were the Revolutions of 1848 important?

Focus Points

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

Specified Content

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

2 How was Italy unified?

Focus Points

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

Specified Content

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

3 How was Germany unified?

Focus Points

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

Specified Content

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

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

Focus Points

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

Specified Content

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

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

Focus Points

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

Specified Content

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

6 What caused the First World War?

Focus Points

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

Specified Content

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

Core Content: Option B

The twentieth century: international relations since 1919

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

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

1 Were the peace treaties of 1919–23 fair?

Focus Points

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

Specified Content

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

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

Focus Points

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

Specified Content

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

3 Why had international peace collapsed by 1939?

Focus Points

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

Specified Content

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

4 Who was to blame for the Cold War?

Focus Points

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

Specified Content

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

5 How effectively did the United States contain the spread of Communism?

Focus Points

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

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

Specified Content

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

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

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

Specified Content

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

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

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

Specified Content

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

Depth Studies

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

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

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

1 Why was the war not over by December 1914?

Focus Points

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

2 Why was there stalemate on the Western Front?

Focus Points

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

3 How important were other fronts?

Focus Points

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

4 Why did Germany ask for an armistice in 1918?

Focus Points

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

Specified Content

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

Depth Study B: Germany, 1918–45

1 Was the Weimar Republic doomed from the start?

Focus Points

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

2 Why was Hitler able to dominate Germany by 1934?

Focus Points

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

3 The Nazi regime

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

Focus Points

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

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

Focus Points

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

Specified Content

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

Depth Study C: Russia, 1905–41

1 Why did the Tsarist regime collapse in 1917?

Focus Points

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

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

Focus Points

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

3 How did Stalin gain and hold on to power?

Focus Points

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

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

Focus Points

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

Specified Content

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

Depth Study D: The United States, 1919–41

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

Focus Points

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

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

Focus Points

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

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

Focus Points

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

4 How successful was the New Deal?

Focus Points

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

Specified Content

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

Depth Study E: China, c.1930–c.1990

1 Why did China become a Communist State in 1949?

Focus Points

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

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

Focus Points

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

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

Focus Points

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

4 How far had Communist rule changed China by c.1990?

Focus Points

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

Specified Content

- Kuomintang and Communist conflict:
 - the Shanghai Massacre and the five extermination campaigns
 - the Long March
 - life in Yanan
 - impact of Japanese incursions on the Nationalist government and the Communists
 - Xian Incident, 1936
 - causes and events of the civil war
- The nature of Chinese Communism
- Communist rule in the 1950s and 1960s:
 - agrarian reform from 1950
 - people's courts and the treatment of landlords
 - the establishment of collectives and communes
- Industrial developments:
 - the Five-Year Plans
 - the Great Leap Forward
- Social change:
 - the role of women
 - health
 - education
 - propaganda and the destruction of traditional culture
- China's relations with other countries/regions:
 - changing relations with the USSR
 - relations with other neighbouring countries/regions: India, Taiwan, Vietnam
- Closer relations with the USA from 1970
- Hong Kong
- Impact of China's relations with the rest of the world on its economic liberalisation since 1976
- 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 issue of leadership after Mao's death and the re-emergence of Deng
 - the social and political consequences of economic change in the 1980s and 1990s

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

1 What were the foundations of the apartheid state?

Focus Points

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

2 How successfully was apartheid established between 1948 and 1966?

Focus Points

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

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

Focus Points

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

4 Why did white minority rule come to an end?

Focus Points

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

Specified Content

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

Depth Study G: Israelis and Palestinians since 1945

1 How was the Jewish state of Israel established?

Focus Points

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

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

Focus Points

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

3 What was the impact of the Palestinian refugee issue?

Focus Points

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

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

Focus Points

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

Specified Content

- The Arab and Jewish peoples of Palestine:
 - different cultures, races, languages
- The aftermath of the Second World War:
 - Jewish immigration
 - Jewish nationalism and the ending of the British mandate
 - the declaration of the state of Israel and the war of 1948–49
- Israel and its Arab neighbours:
 - the Suez War (1956)
 - the Six-Day War (1967)
 - the Yom Kippur War (1973) and Israeli incursions into Lebanon
 - the oil weapon: changes in US and Western thinking
- The Palestinians to c.1992:
 - the refugee problem
 - Palestinian nationalism and the formation of the PLO
 - activities of the PLO, and international acceptance
 - the role of Arafat
 - relations between the PLO and Arab states
 - relations with Israel and moves towards the creation of a Palestinian state
- Moves towards peace:
 - United Nations: resolutions, aid and peacekeeping duties
 - Camp David meetings; the Oslo Accords
 - the establishment of the Palestinian Authority, 1994
- Divisions that restricted progress towards peace:
 - political parties: Likud, Labour
 - how elections in Israel affected the peace process
 - religious issues
- Rivalries among Palestinians:
 - the nature of the PLO at its founding
 - Intifada, and the rise of Hamas
 - Hezbollah and Gaza

4 Details of the assessment

For information on the Assessment objectives (AOs), see section 2.

Paper 1 – Written paper

Written paper, 2 hours, 60 marks

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

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

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

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

This is a compulsory component.

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

Paper 2 – Written paper

Written paper, 2 hours, 50 marks

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

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

The prescribed topic changes in each examination session.

For the examination in 2020, the prescribed topics are:

Nineteenth century Core Content (Option A):

- What caused the First World War? (*June examination*)
- Why was there a civil war in the United States and what were its results? (*November examination*)

Twentieth century Core Content (Option B):

- Who was to blame for the Cold War? (*June examination*)
- How effectively did the United States contain the spread of Communism? (*November examination*)

For the examination in 2021, the prescribed topics are:

Nineteenth century Core Content (Option A):

- How was Italy unified? (*June examination*)
- How was Germany unified? (*November examination*)

Twentieth century Core Content (Option B):

- Were the peace treaties of 1919–23 fair? (*June examination*)
- To what extent was the League of Nations a success? (*November examination*)

For the examination in 2022, the prescribed topics are:

Nineteenth century Core Content (Option A):

- Why was there a civil war in the United States and what were its results? (*June examination*)
- What caused the First World War? (*November examination*)

Twentieth century Core Content (Option B):

- How secure was the USSR's control over Eastern Europe, 1948–c.1989? (*June examination*)
- Were the peace treaties of 1919–23 fair? (*November examination*)

This is a compulsory component.

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

Component 3 – Coursework

40 marks

Candidates produce one piece of extended writing, up to 2000 words in length, based on content taken from any of the Depth Studies. Centres can devise a Depth Study of their own, if they want to cover the history of countries not included in the current Depth Studies, but **for 2020 and 2021** these must be approved by Cambridge International in advance (see page 32). The coursework should be based on a single question and should not be broken down into sub-questions. The coursework must be focused on the issue of significance and must target assessment objectives AO1 and AO2.

The coursework component is internally assessed and externally moderated.

Outline proposal forms are no longer in use for this syllabus for entries from 2022 series onwards. As part of teaching, you should give guidance and feedback to candidates on whether their coursework, essay or project title is suitable.

For guidance on developing suitable titles for coursework, essays or projects go to our School Support Hub www.cambridgeinternational.org/support

For further information, see the Cambridge Handbook for the relevant year of assessment at www.cambridgeinternational.org/eoguide

Paper 4 – Alternative to Coursework

Written paper, 1 hour, 40 marks

This paper contains **two** questions on each of the seven Depth Studies. Candidates answer **one** question. Questions will focus on the issue of significance, testing assessment objectives AO1 and AO2.

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

Coursework: guidance for centres

2020–2021

Approval of coursework schemes

To help centres devise and set appropriate coursework schemes (especially those centres preparing coursework for the first time for this exam), Cambridge International coursework consultants advise on, assess and approve proposed coursework schemes. These schemes should consist of a programme of study and a coursework task. Centres should submit their coursework scheme for approval in advance using the outline proposal form. The outline proposal form, and instructions for completing it, should be downloaded from the samples database at www.cambridgeinternational.org/samples. The database will ask you for the syllabus code (e.g. 0977) and your centre number, after which it will take you to the correct forms. Follow the instructions on the form itself when completing each form.

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

2022

Outline proposal forms are no longer in use for this syllabus for entries from 2022 series onwards. Cambridge does not provide approval for coursework schemes for 2022. As part of teaching, you should give guidance and feedback to candidates on whether their coursework, essay or project title is suitable.

The nature, setting and assessment of coursework

Candidates must complete one coursework assignment, based on content taken from one of the Depth Studies. Centres can devise a Depth Study of their own, if they want to cover the history of countries not included in the current Depth Studies, but these must be approved in advance for 2020 and 2021 by Cambridge International (see above).

The assignment must:

- consist of one extended piece of writing up to 2000 words in length. Any part of the answer beyond 2000 words will not be assessed
- be based on a single question about the significance of an individual, group, organisation, development, place or event
- allow candidates to develop and support their own arguments and judgements
- allow candidates to meet the requirements of assessment objectives AO1 and AO2
- be assessed using the Cambridge International generic mark scheme (see pages 34–35).

Examples of possible assignment tasks:

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

Authenticity

Coursework may be produced in class or in the candidate's own time. It is the centre's responsibility to make sure all coursework is the candidate's original work. Any quotations and copied/paraphrased material must be fully acknowledged.

Teachers can offer general guidance on how best to approach a coursework task, but must be careful not to exert too much influence over candidates' decisions. If plans and first drafts are completed under teacher supervision, you can be assured of the authenticity of the final coursework.

You should not mark, correct or edit draft coursework material; candidates can certainly draft and redraft work, but you should only give brief summative comments on progress during this phase. Once coursework has been assessed, candidates are not allowed to repeat the task or redraft their work.

Avoidance of plagiarism

Candidates should be made aware of the academic conventions governing quotation and reference to the work of others and taught to use them. This should include full reference to the publication, including date, author and page number. If it is a website, the website address and the date the website was accessed should be included.

Guidance on using levels-based mark schemes

The Cambridge International generic mark scheme (see pages 34–35) must be used to assess completed work.

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

AO1: 15 marks

AO2: 25 marks

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

Marking of the coursework should be positive, rewarding achievement where possible but clearly differentiating across the whole range of marks available.

The generic mark scheme for coursework

How to use the mark scheme:

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

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

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

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

Generic mark scheme for coursework

Level	Marks	Description
Level 5	36–40	<ul style="list-style-type: none"> • Candidates demonstrate and select and effectively deploy relevant and accurate contextual knowledge. • Candidates select a wide range of relevant information which is well organised and deployed effectively. • Candidates demonstrate excellent understanding of the significance of the key features, reasons, results or changes of societies, events, beliefs, people and situations studied with good awareness of the importance of inter-relationships and the broad context. • Candidates consistently produce relevant, effective, convincing and well-supported arguments and judgements. • Candidates produce conclusions that are entirely consistent with the rest of the answer and are effectively supported.
Level 4	27–35	<ul style="list-style-type: none"> • Candidates demonstrate and select and effectively deploy mostly relevant and accurate contextual knowledge. • Candidates select a range of relevant information which is generally well organised and effectively deployed. • Candidates demonstrate a good understanding of the significance of the key features, reasons, results or changes of societies, events, beliefs, people and situations studied with good awareness of the broad context. • Candidates demonstrate some understanding of inter-relationships in the period studied. • In several places, candidates produce relevant, effective, convincing and well-supported arguments and judgements. • Candidates produce conclusions that are argued and supported.
Level 3	18–26	<ul style="list-style-type: none"> • Candidates demonstrate and select some relevant contextual knowledge and deploy it appropriately to address the question in several parts of the answer. • Candidates select and organise mostly relevant information which is sometimes deployed relevantly. • Candidates demonstrate a reasonable understanding of the key features, reasons, results or changes of societies, events, beliefs, people and situations studied with some awareness of the broad context. • Candidates produce structured descriptions and some reasonable explanations. • Candidates make some comparisons or links. • Candidates produce conclusions that are based on basic explanations with some support.

Level	Marks	Description
Level 2	9–17	<ul style="list-style-type: none"> • Candidates demonstrate some limited contextual knowledge. • Candidates select and organise some relevant information. This is deployed relevantly on a few occasions. • Candidates describe or narrate some relevant key features, identifying and describing some reasons, results and changes of societies, events, beliefs, people and situations studied but with limited awareness of the broad context. • Candidates demonstrate some ability to structure descriptions or narratives. • Candidates attempt some obvious comparisons or links. • Candidates assert relevant conclusions but these are not explained or supported.
Level 1	1–8	<ul style="list-style-type: none"> • Candidates demonstrate little relevant contextual knowledge. • Candidates demonstrate limited ability to select and organise information. • Candidates describe or narrate a few relevant key features. The work contains a little relevant information but this is not deployed relevantly in terms of answering the question.
Level 0	0	<ul style="list-style-type: none"> • Candidates submit no evidence or do not address the question.

Recording and submitting candidates' marks and work

For information, dates and methods of submission of the coursework marks and sample, please refer to the samples database at www.cambridgeinternational.org/samples

Candidates' marks for Paper 3 must be recorded on the Individual Candidate Record Card produced by Cambridge International. The marks on this form must be identical to the marks you submit to Cambridge International.

The Individual Candidate Record Card, and the instructions for completing it, should be downloaded from the samples database at www.cambridgeinternational.org/samples. The database will ask you for the syllabus code (i.e. 0977) and your centre number, after which it will take you to the correct forms. Follow the instructions on the form itself when completing each form.

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

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. Further information on the process of internal moderation can be found on the samples database at www.cambridgeinternational.org/samples

The sample you submit to Cambridge International should include examples of the marking of each teacher. You should record the internally moderated marks for all candidates on the Coursework Assessment Summary Form and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook*.

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International. The samples database provides details of how the sample will be selected and how it should be submitted. The samples database can be accessed at www.cambridgeinternational.org/samples

External moderators will produce a short report for each centre with feedback on your application of the mark scheme and administration of the assessment.

Command words

The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
Describe	state the points of a topic / give characteristics and main features
Explain	set out purposes or reasons / make the relationships between things evident / provide why and/or how and support with relevant evidence

Additional guidance

Phrases such as 'How far do you agree...?' and 'How significant...?' may also be seen in the assessment for this syllabus.

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/examsOfficers

Before you start

Previous study

We recommend that learners starting this course should have studied a history curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework such as the Key Stage 3 programme of study within the National Curriculum for England.

Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

Availability and timetables

You can enter candidates in the June and November exam series. You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is **not** available in all administrative zones. To find out about availability visit the syllabus page at www.cambridgeinternational.org/igcse

Private candidates can enter for this syllabus. Some components are not available to private candidates. For more information please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE History (0470)
- Cambridge O Level History (2147)
- Cambridge IGCSE American History (0409) (for centres in the United States)
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/examsOfficers

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

Information on resubmitting coursework and carrying forward internally assessed marks can be found in the *Cambridge Handbook*.

Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In compliance with the UK Equality Act (2010) we have designed this qualification to avoid any direct and indirect discrimination.

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

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at www.cambridgeinternational.org/examsOfficers

Language

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

After the exam

Grading and reporting

Grades 1, 2, 3, 4, 5, 6, 7, 8 or 9 indicate the standard a candidate achieved at Cambridge IGCSE (9–1).

9 is the highest and 1 is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade 1. 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (result pending)
- X (no result)
- Y (to be issued)

These letters do not appear on the certificate.

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes.

- To measure learning and achievement.
The assessment:
 - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- To show likely future success.
The outcomes:
 - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
 - help students choose the most suitable course or career.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE (9–1) History will be published after the first assessment of the IGCSE in 2020. Find more information at www.cambridgeinternational.org/igcse

Changes to this syllabus for 2020, 2021 and 2022

The syllabus has been reviewed and revised for first examination in 2020.

The syllabus has been updated, the latest syllabus is version 4, published November 2020

-
- Changes to coursework guidance**
- Outline proposal forms are no longer in use for this syllabus for 2022. For 2022 entries, coursework titles should not be sent to Cambridge International for approval. For information on guidance and feedback to candidates on the suitability of coursework, please see section 4 of this syllabus.
-

Changes to version 3 of the syllabus, published October 2018

- Changes to syllabus**
- We have made minor changes for purposes of clarity on pages 24 and 25 of the syllabus.
-

Changes to version 2 of the syllabus, published February 2018

- Changes to syllabus**
- Availability
This syllabus is no longer restricted to centres in the UK. Please check the syllabus page at www.cambridgeinternational.org/igcse to see if this syllabus is available in your administrative zone.
-
- Changes to assessment**
- In section 4, Details of the assessment, the Coursework: guidance for centres section has been updated
 - In section 5, What else you need to know, information for private candidates on coursework availability has been added under Availability and timetables, and an exception has been added to the guidance on Combining with other syllabuses.
-

The syllabus and specimen papers use our new name Cambridge Assessment International Education.

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

In addition to reading the syllabus, teachers should refer to the updated specimen assessment materials.

You are strongly advised to read the whole syllabus before planning your teaching programme.

Any textbooks endorsed to support IGCSE History (0470) for examination from 2015 or 2020 are suitable for use with this syllabus.



'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

This document was initially designed for print and as such does not reach accessibility standard WCAG 2.1 in various ways including missing text alternatives and missing document structure. If you need this document in a different format contact us at info@cambridgeinternational.org (with the subject heading: Digital accessibility) and we will respond within 15 working days.

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