



**Cambridge Assessment
International Education**

Syllabus

Cambridge IGCSE™

American History (US) 0409

Use this syllabus for exams in 2025, 2026 and 2027.

Exams are available in the June series.



Version 2

Please check the syllabus page at www.cambridgeinternational.org/0409 to see if this syllabus is available in your administrative zone.

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

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Important: Changes to this syllabus

For information about changes to this syllabus for 2025, 2026 and 2027, go to page 41.

The latest syllabus is version 2, published March 2025. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2019 are still suitable for use with this syllabus.

1 Why Choose this Syllabus?

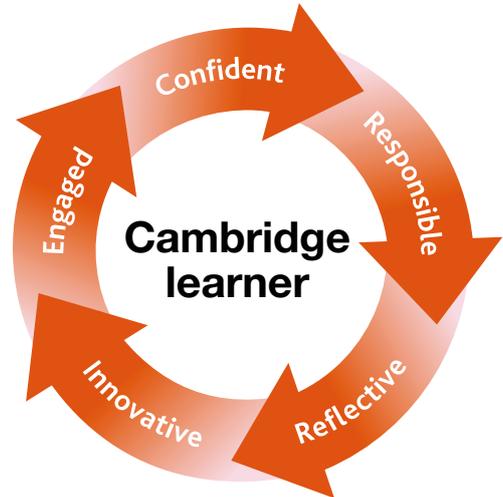
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Students can choose from 70 subjects in any combination – it is taught by over 4500 schools in over 140 countries.

Our programs 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.

Cambridge IGCSE American History (US) offers candidates the opportunity to discover key issues, ideas, people, and events that shaped the emergence and development of the United States, from the mid-eighteenth century to the start of the twenty-first century. In doing so, candidates develop an understanding of the present as well as the past. The syllabus enables candidates to study American history through the use of original historical sources, objects, and visits to sites. This syllabus promotes development of lifelong skills such as research, critical analysis, and communication. Throughout this syllabus, acquisition of historical knowledge is underpinned by an investigative approach.



School feedback: ‘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.’

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

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Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programs and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE American History (US) gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level History or the equivalent.

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 the 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.

* Due to the United Kingdom leaving the European Union, the UK NARIC national recognition agency function was re-titled as UK ENIC on 1 March 2021, operated and managed by Ecctis Limited. From 1 March 2021, international benchmarking findings are published under the Ecctis name.

Learn more at www.cambridgeinternational.org/recognition

School feedback: ‘Cambridge IGCSE is one of the most sought-after and recognized qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programs.’

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2 Syllabus Overview

Goals

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

The goals are to:

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

Cambridge Assessment International Education is an education organization and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavor to treat all aspects of the exam process neutrally.



Content Overview

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

Option A

Emergence of a Nation 1754–1890

The content focuses on the following Key Questions:

- How and why did the United States develop as an independent nation?
- Why had the borders of the United States changed so much by 1853?
- How and why did the lives of Native Americans change?
- What were the causes and consequences of the Civil War?
- How, and with what effects, did the economy change after 1850?
- What was the impact of immigration after 1850?

Or

Option B

Consolidating the Nation 1890–2000

The content focuses on the following Key Questions:

- What impact did the growth of cities have on Americans before 1920?
- Was the 1920s a “boom” time for all Americans?
- What were the causes of the Wall Street Crash and the consequences of the Great Depression?
- How did the lives of African Americans change during the period from 1890 to 1970?
- How did the United States manage its relationship with the rest of the world after 1945?
- How did the United States deal with domestic challenges after 1945?

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

- A Manifest Destiny and Early Expansion 1830–1880
- B The Women’s Suffrage Movement 1866–1920
- C The United States and the World 1880–1917
- D American Society and Popular Culture c.1920–1970

Assessment Overview

All candidates take three components. Candidates will be eligible for grades A* to G.

<p>All candidates take:</p> <p>Paper 1 2 hours Making of a Nation 46% 60 marks Candidates answer three questions from the core content from either Section A or Section B. Externally assessed</p> <hr/>	<p>and:</p> <p>Paper 2 1 hour 45 minutes Depth Study 35% 45 marks Candidates answer five questions on one Depth Study. Externally assessed</p> <hr/>
<p>and:</p> <p>Component 3 Personal Study 19% 25 marks Research-based essay (1,400–1,600 words) Internally assessed and externally moderated</p> <hr/>	

The percentage weightings shown have been rounded to the nearest whole number.

Information on availability is in the **Before you start** section.

Assessment Objectives

The assessment objectives (AOs) are:

AO1

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

AO2

An understanding of the past through explanation, analysis, and substantiated judgments of:

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

AO3

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

AO4

An ability to:

- use critically a range of sources to generate an interpretation of the significance of an event, person, site, or object in their historical context
- provide appropriate acknowledgment of sources.

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	31
AO2	38
AO3	19
AO4	12
Total	100

Assessment Objectives as a Percentage of Each Component

Assessment objective	Weighting in components %		
	Paper 1	Paper 2	Component 3
AO1	50	22.5	0
AO2	50	22.5	40
AO3	0	55	0
AO4	0	0	60
Total	100	100	100

3 Subject Content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Candidates study ALL the Core Content in **either**:

Option A **Emergence of a Nation 1754–1890**

Or

Option B **Consolidating the Nation 1890–2000**

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

The Core Content is structured around a series of key questions, focus points, and specified content:

- **Key Questions** define the over-arching issues of that part of the subject content.
- **Focus Points** identify the issues that need to be addressed for the candidates to gain an understanding of the topic.
- **Specified Content** provides guidance on what needs to be studied for each Focus Point.

Teaching and learning should focus on:

- continuity, development, and change over time (including continuities/discontinuities and changes in direction)
- causation and consequence
- the significance of key turning points and individuals.

All dates are inclusive and define the period for study. If dates in a Focus Point are different from those in the Key Question, they limit study of that Focus Point to the narrower time span. This syllabus starts in 1754 and ends in 2000. Teachers might wish to spend a short time setting the scene with a little background, but this should be kept very brief. No question will be set that assumes any understanding of events or issues pre-1754.

Core Content: Option A

Emergence of a Nation 1754–1890

The Core Content in Option A focuses on six Key Questions. All of this content should be studied.

- 1 How and why did the United States develop as an independent nation?
- 2 Why had the borders of the United States changed so much by 1853?
- 3 How and why did the lives of Native Americans change?
- 4 What were the causes and consequences of the Civil War?
- 5 How, and with what effects, did the economy change after 1850?
- 6 What was the impact of immigration after 1850?

1 How and why did the United States develop as an independent nation?

Focus Points:

- Why did relations between the British and the colonists change prior to 1776?
- How was the Constitution created?
- What was the significance of the Bill of Rights?
- To what extent did the United States become more democratic by 1840?

Specified Content:

- Responses of the colonists to British rule 1754–76
- The Articles of Confederation
- The making of the Constitution
- Creation and key details of the Bill of Rights
- The role of the presidency before 1830
- Political parties: Federalists, Democrats, and Whigs
- The ideas and impact of Jacksonian Democracy.

2 Why had the borders of the United States changed so much by 1853?

Focus Points:

- How important was the role of France in shaping the borders of the United States?
- To what extent were war and diplomacy with Britain important in defining United States borders?
- How significant was Spanish influence on America from 1754?
- How did relations with Mexico change?

Specified Content:

- The French and Indian War, 1754
- The role of foreign powers in the Revolutionary War, 1775–83
- The Louisiana Purchase, 1803
- The War of 1812 and its impact
- The declining influence of Spain and the acquisition of Florida, 1819
- Annexation of Texas, 1845–46
- Settlement of the border with Canada: the treaty of 1846
- War and peace with Mexico, 1846–53: including the Treaty of Guadalupe Hidalgo.

3 How and why did the lives of the Native Americans change?

Focus Points:

- In what ways did the status of Native Americans change from 1754 to 1783?
- What was the impact of a growing United States on Native Americans from 1784 to c.1840?
- How did the Plains/Indian Wars change the relationship between Native Americans and the United States?
- What was the impact of the Reservation System and the Dawes Act?

Specified Content:

- Native Americans' relations with the colonists, before Independence; Pontiac Rebellion
- Tecumseh's Confederacy
- Andrew Jackson and the Indian Removal Act, 1830
- The impact of westward expansion on Native Americans
- Main conflicts of the Plains/Indian Wars:
 - Sand Creek Massacre, 1864
 - Red River War, 1874–75
 - Battle of the Little Bighorn, 1876
- Reservations and the Dawes Act, 1887
- The Battle of Wounded Knee, 1890, and its impact on Native Americans.

4 What were the causes and consequences of the Civil War?

Focus Points:

- How important was the principle of States' Rights before 1861?
- In what ways did slavery contribute to the outbreak of the Civil War?
- What was the significance of Lincoln's election as president on the Civil War?
- Was Reconstruction successful in reuniting the country?

Specified Content:

- The search for compromise:
 - the Missouri Compromise, 1820
 - the Compromise of 1850
 - the rise of sectionalism in the 1850s
 - the Kansas–Nebraska Act, 1854; “Bleeding Kansas”
- Growing tension:
 - rise of the Republican Party
 - Southern response
 - the Dred–Scott episode, 1857
 - John Brown
- The Lincoln–Douglas Debates, 1858
- The election of Lincoln; secession, 1860–61
- Reconstruction:
 - the Freedmen's Bureau
 - the Black Codes
 - the 13th, 14th, and 15th Amendments to the Constitution
 - the Enforcement Acts
 - the “Slaughter House Cases”, 1873
 - the 1876 compromise
 - Jim Crow laws.

5 How, and with what effects, did the economy change after 1850?

Focus Points:

- Why did the North industrialize in the second half of the nineteenth century?
- What was the impact of railroads?
- How did industrialization affect living and working conditions?
- Why did political groupings based on labor unions and farming emerge during this period?

Specified Content:

- The industrial revolution in the North: factories, industrial output, inventions
- The growth of key railroads and their impact on the economy and communities at local and national level
- Living and working conditions:
 - housing in cities
 - sanitation
 - child labor
 - factory conditions
- Development of early labor and farming unions:
 - National Labor Union
 - The Knights of Labor
 - The American Federation of Labor
 - The Farmers' Alliance
 - Populism.

6 What was the impact of immigration after 1850?

Focus Points:

- What attracted people to the United States?
- How did the ethnic composition of the United States change in the second half of the nineteenth century?
- What impact did immigration have on major cities?
- What reactions did immigrants encounter?

Specified Content:

- Pull factors for immigration including “Land of Liberty” and economic opportunities
- Homestead Act, 1862
- Increase in Mexican immigration in the second half of the nineteenth century
- Changing profiles of immigration: migration from Central, Southern, and Eastern Europe
- Immigrants from Asia:
 - Chinese workers on the railways
 - Chinese Exclusion Act, 1882
 - Japanese workers in Hawaii from 1885
- Impact of immigrant customs and culture on major cities
- Tensions between immigrant communities
- Stereotypes and prejudices
- Groups with policies opposed to immigration:
 - the American Party, 1845–60
 - “Know Nothing” movement, 1850s
 - Ku Klux Klan.

Core Content: Option B

Consolidating the Nation 1890–2000

The Core Content in Option B focuses on six Key Questions. All of this content should be studied.

- 1 What impact did the growth of cities have on Americans before 1920?
- 2 Was the 1920s a “boom” time for all Americans?
- 3 What were the causes of the Wall Street Crash and the consequences of the Great Depression?
- 4 How did the lives of African Americans change during the period from 1890 to 1970?
- 5 How did the United States manage its relationship with the rest of the world after 1945?
- 6 How did the United States deal with domestic challenges after 1945?

1 What impact did the growth of cities have on Americans before 1920?

Focus Points:

- How did living and working conditions in US cities change?
- How did labor relations change in this period?
- Why did Progressivism become popular?
- How effective was Progressivism in this period?

Specified Content:

- City living conditions, the attractions and its negatives—slums, sanitation, crime
- The debate around living and working conditions:
 - *How the Other Half Lives*, 1890
 - *The Jungle*, 1906
 - Triangle Shirtwaist Factory fire, 1911
- Labor relations and unrest:
 - the Industrial Workers of the World (“the Wobblies”)
 - “yellow dog contracts”
- The aims of the Progressive movement including the influence of “muckrakers”
- Progressivism at a local level including Robert M. La Follette and the “Wisconsin Idea,” the breaking of vested interests, social welfare reforms
- Progressive Era Amendments including income tax, state elections for senators, prohibition, women’s suffrage
- The limits of Progressivism including the issue of social justice.

2 Was the 1920s a “boom” time for all Americans?

Focus Points:

- What policies encouraged a “boom” in the 1920s?
- Why did new consumer products emerge?
- How did the “boom” change the lives of Americans?
- Did everyone benefit from the effects of the “boom”?

Specified Content:

- Policies of Republican presidents including Protective Tariffs, “Normalcy”, “laissez-faire”
- Post-War prosperity:
 - rising productivity and real wages
 - availability of credit
 - growth of marketing and advertising
 - consumerism
- Industrial expansion:
 - electric power and electric appliances
 - motor industry, mass production and assembly line
- Change and continuity in the lives of women including women in traditional roles and the emergence of the “New Woman”
- The economic condition of farmers and farm laborers
- Impact of the “boom” on traditional industries including textiles and coal mining
- Regional variations, urban vs. rural.

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

Focus Points:

- What were the causes of the Wall Street Crash in October 1929?
- How were different groups in the United States affected by the Great Depression?
- How effective was President Hoover’s response to the Great Depression before 1933?
- To what extent did the New Deal help the United States?

Specified Content:

- Economic and financial conditions such as:
 - overproduction
 - falling demand
 - the rise in personal debt
 - speculation
 - “buying on margin”
- The Great Depression and poverty:
 - Hooverville
 - the Dust Bowl
 - impact on families
 - rise in discrimination
- President Hoover’s recovery policies including Hoover Dam, Reconstruction Finance Corporation (RFC)
- The First Hundred Days and the New Deal, 1933
 - stabilizing financial institutions
 - relief provision
 - job creation
 - economic regulation through the “alphabet agencies”.

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

Specified Content:

- The Second New Deal, 1935:
 - new agencies and legislation
 - rural electrification
 - the Social Security system
- The limitations of the New Deal:
 - women
 - African Americans.

4 How did the lives of African Americans change during the period from 1890 to 1970?

Focus Points:

- How did the status of African Americans change during the period from 1890 to 1920?
- How did African American leaders and pressure groups fight for change before 1945?
- How and with what success did the Civil Rights movement gain momentum after 1945?
- Why were there different approaches to campaigning for civil rights?

Specified Content:

- The status of African Americans in 1890 including Jim Crow: lynching
- The impact of Booker T. Washington and the Atlanta Compromise
- Plessy vs. Ferguson, 1896
- William Du Bois and the NAACP
- The Great Migration
- The Harlem Renaissance
- The challenges to the Jim Crow laws during the 1950s and early 1960s
- Key Civil Rights Legislation:
 - Civil Rights Act, 1964
 - Voting Rights Act, 1965
- Martin Luther King and nonviolent protest
- The rise of radical Black activism:
 - Malcolm X
 - Black Power
 - The Black Panthers.

5 How did the United States manage its relationship with the rest of the world after 1945?

Focus Points:

- What were the aims and role of the United States in Second World War conferences?
- Why and with what success did the United States follow a policy of containment?
- How did relations between the United States and the Soviet Union change during the period after 1945?
- How important was the role of the United States in ending the Cold War?

Specified Content:

- Conferences at Yalta and Potsdam, 1945
- The Truman Doctrine, 1947
- The Marshall Plan, 1948
- Causes and consequences of containment:
 - The Berlin Airlift to break the Berlin Blockade, 1948–49
 - The Korean War, 1950–53
 - The Vietnam War, 1954–75
- Key factors in the changing relations between the United States and the Soviet Union:
 - Nuclear rivalry
 - The Cuban Missile Crisis
 - proliferation and arms control
 - détente
 - Able Archer exercise
- President Reagan and his role in the end of the Cold War.

6 How did the United States deal with domestic challenges after 1945?

Focus Points:

- Why was McCarthyism important?
- Why did the economy expand after the Second World War?
- How extensive were the reform programs of the 1960s?
- How did the United States deal with the economic challenges of the 1970s and 1980s?

Specified Content:

- McCarthyism: Congressional hearings, House Un-American Activities Committee
- Economic growth and prosperity, 1945–69: business restructuring, conglomerates, the franchise, McDonald's
- Kennedy's "New Frontier"
- Johnson's "Great Society"
- The impact of the Vietnam War on the economy: inflation and deficit spending in the 1970s
- Energy issues:
 - The oil crisis of 1972–73
 - Carter's energy plan
 - the nuclear energy debate
- Reaganomics.

Depth Studies

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

- A Manifest Destiny and Early Expansion 1830–1880
- B The Women’s Suffrage Movement 1866–1920
- C The United States and the World 1880–1917
- D American Society and Popular Culture c.1920–1970

Depth Study A: Manifest Destiny and Early Expansion 1830–1880

1 Why did the West become attractive to different groups of people?

Focus Points:

- What were the main ideas of Manifest Destiny and how were they portrayed?
- Why did the Mormons settle in Utah?
- What impact did the availability of natural resources have on westward expansion?

2 To what extent did people overcome the challenges of traveling west?

Focus Points:

- Which routes were used to travel west?
- What were the obstacles and problems faced by those who traveled west?
- How did people organize themselves to travel west?

3 How successful were attempts to build a new society in the West?

Focus Points:

- What challenges were faced by those who settled in the West?
- How was law and order maintained?
- How was government established in the areas settled?

4 To what extent did life in the West change?

Focus Points:

- What impact did the railroad have on westward expansion?
- How did new farming techniques change the West?
- What were the main features of Western society by 1880?

Specified Content:

- John O’Sullivan and the term Manifest Destiny
- Manifest Destiny and art, e.g. *Westward the Course of Empire Takes Its Way* by Emmanuel Leutze; *American Progress* by John Gast
- Brigham Young and the Mormon trek West: Salt Lake City
- Availability of natural resources including land (Homestead Act 1862, Morrill Act 1862, Desert Land Act 1877, Timber and Stone Act 1878); gold
- Overland travel including the Oregon Trail, the Santa Fe Trail, the California Trail
- Travel by river and sea
- Life on the wagon trails
- Challenges faced by settlers including climate, resources, geographical obstacles, disease, Native Americans, rivalries between settlers
- Lawlessness and law enforcement officers
- Differing forms of government
- The impact of railroads
- Changes to farming:
 - irrigation
 - tools
 - crops
 - barbed wire
- Features of Western society.

Depth Study B: The Women's Suffrage Movement 1866–1920

1 How effectively did women organize their campaign for the vote from 1866 to 1890?

Focus Points:

- Who supported the suffrage movement and why?
- How important were individual leaders?
- To what extent was the suffrage movement a national one?

2 To what extent did the methods used by the women's suffrage movement change?

Focus Points:

- How did campaign methods change in this period?
- To what extent did women's involvement in other campaigns affect the suffrage movement?
- How successful were the campaign methods used by the suffrage movement?

3 How successfully did the women's suffrage movement deal with the challenges it faced?

Focus Points:

- How influential were the anti-suffragists?
- How unified was the suffrage movement?
- What was the impact of the 14th and 15th Amendments upon the suffrage movement?

4 To what extent did the women's suffrage movement increase in momentum after 1890?

Focus Points:

- What were the aims of Carrie Catt's "Winning Plan" strategy?
- What actions did the suffrage movement take during the First World War?
- How important was Woodrow Wilson to the suffrage campaign?

Specified Content:

- Suffrage movement leaders including Lucretia Mott, Susan B. Anthony, Elizabeth Cady Stanton, Lucy Stone, and Henry Browne Blackwell
- Opponents of women’s suffrage
- The American Equal Rights Association (1866); civil disobedience
- Disagreement over the 14th and 15th Amendments:
 - National Woman Suffrage Association [NWSA] (1869)
 - American Woman Suffrage Association [AWSA] (1869)
- New Departure Strategy
- The National American Woman Suffrage Association [NAWSA], 1890
- East versus West
- Links with the campaign for African American civil rights
- Links to social campaigns including The Woman’s Christian Temperance Union, 1874
- Reasons for and impact of divisions in the movement, e.g. social vs. political divisions
- Alice Paul and the Congressional Union 1913; international links and new ideas
- Women’s role in the First World War
- Woodrow Wilson and women’s suffrage
- Carrie Chapman Catt and her “Winning Plan”
- The passing of the 19th Amendment to the Constitution, 1920.

Depth Study C: The United States and the World 1880–1917

1 In what ways was the United States involved with other countries before 1901?

Focus Points:

- What factors influenced US foreign policy in this period?
- What involvement did the United States have in China and Japan?
- Why and how did the United States become involved in events in Hawaii?

2 What were the causes and consequences of the Spanish American War?

Focus Points:

- Why and how was the United States involved in the Spanish American War?
- What was the impact in the United States of the Spanish American War?
- What were the territorial consequences of the Spanish American War?

3 How successful was US foreign policy in Central and South America after 1902?

Focus Points:

- Why was there increased US involvement in the region?
- Why was the construction of the Panama Canal important to the United States?
- To what extent did the United States gain from its increased involvement in this region?

4 To what extent had US foreign policy changed by 1917?

Focus Points:

- How did attitudes toward involvement in international affairs change within the United States?
- To what extent was Wilson's foreign policy different from his predecessors in this period?
- Why did the United States enter the First World War in 1917?

Specified Content:

- Development of manifest destiny into imperialism
- Economic motivations
- The Boxer Rebellion
- Open Door policy in China, e.g. trade
- Links with Japan
- Annexation of Hawaii
- The Spanish American War:
 - the USS Maine
 - tension in Cuba
 - Spanish imperial ambitions
 - public opinion
 - political debates
 - the impact of yellow journalism
 - the Anti-Imperialist League
- Relations between Cuba and the United States after 1902
- The Philippines, Puerto Rico, and Guam
- The Teller and Platt Amendments
- Discussions and developments around the Panama Canal
- William Taft and “Dollar Diplomacy”
- The Roosevelt Corollary
- Public opinion toward the War in Europe
- Foreign policy on the eve of the First World War
- Diplomacy and entry into the First World War.

Depth Study D: American Society and Popular Culture c.1920–1970

1 How significant were changes in American society in the 1920s and 1930s?

Focus Points:

- How significant were changes in entertainment during this period?
- Who experienced a bigger change, men or women?
- To what extent did all Americans experience the same change?

2 To what extent was the 1950s a decade of conformity?

Focus Points:

- What was the impact of McCarthyism on society?
- To what extent did religion become more popular during the 1950s?
- To what extent did young people rebel against established society during the 1950s?

3 How big was the impact of the 1960s on American society?

Focus Points:

- To what extent were ordinary Americans affected by the “revolutions” of the 1960s?
- How radical were the changes in design, fashion, and music during the 1960s?
- How important was political protest in this decade?

4 To what extent did American society change after the Second World War?

Focus Points:

- How quickly did the lives of women change?
- To what extent did immigration have an impact on American society after the Second World War?
- How significantly did the lives of Native Americans change?

Specified Content:

- The Jazz Age 1920–39:
 - Hollywood and movie making
 - the spread of newspapers and magazines
 - radio
 - jazz clubs and dance halls
 - growth in popularity of sport
 - crime and gangsters
- Lifestyles of men and women in the 1920s
- Differences between urban and rural lifestyles and values including religious fundamentalism; the Scopes Monkey Trial, 1925
- McCarthyism and culture, e.g. *The Crucible* and impact on Hollywood
- The increased popularity and diversity of religion in the 1950s: mass evangelism and impact of television
- 1950s emergence of teenage rebellion:
 - Beatniks and Greasers
 - influence of movies, books, music
- 1960s style (design, fashion, music)
- Revolutions:
 - sexual revolution
 - drug culture
 - domestic and student protest about Vietnam
 - Hippies, Woodstock, and Altamont
- Women:
 - Women and domesticity in the 1950s
 - Employment opportunities for women during the Second World War
 - Rosie the Riveter
 - Feminism in the 1960s: the National Organization for Women
- Immigration:
 - the Bracero Program
 - Mexican and Puerto Rican migrants to the North in the 1940s and 1950s
 - the Zoot Suit Riots, 1940s
 - Cuban immigrants after 1959
- Native Americans:
 - the American Indian Movement
 - the Red Power Movement
 - legal changes in the 1960s.

4 Details of the Assessment

All candidates take three components.

Paper 1 – Making of a Nation

2 hours, 60 marks

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

Candidates answer **three** questions from **either** Section A **or** Section B.

Section A: Emergence of a Nation 1754–1890 contains six questions set from the Core Content. Candidates answer any **three** questions.

Section B: Consolidating the Nation 1890–2000 contains six questions set from the Core Content. Candidates answer any **three** questions.

All questions in Paper 1 are in the form of structured essays, split into three parts: (a), (b), and (c). No stimulus material will be provided.

Paper 2 – Depth Study

Written paper, 1 hour 45 minutes, 45 marks

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

The paper has four Depth Studies:

- A Manifest Destiny and Early Expansion 1830–1880
- B The Women’s Suffrage Movement 1866–1920
- C The United States and the World 1880–1917
- D American Society and Popular Culture c.1920–1970

Candidates answer **all** five questions within **one** Depth Study.

A number of written and pictorial sources (up to seven) will be provided for each Depth Study. The five questions are based on the source material provided. The time allowed for the examination includes sufficient time to read the sources and questions for **one** Depth Study.

Component 3 – Personal Study

25 marks

The personal study is internally assessed and externally moderated.

For this component, candidates undertake a research-based inquiry into an event, person, site, or object. Each candidate must research the event, person, site, or object in its context to assess its historical significance.

Candidates should evaluate the limitations of their study, identify aspects for further research and explain how further research would advance our historical understanding of the event, person, site, or object.

An authentication cover sheet will be required. This is a declaration signed by the teacher and the candidate.

Teachers mark the coursework and submit all marks and a sample of the marked work to Cambridge International for moderation.

Candidates who wish to retake in November do not submit new coursework, but will carry forward their June coursework mark.

Coursework Guidance for Centers

The Nature and Setting of Coursework

Candidates complete **one** piece of written coursework, based on an event, person, site, or object with historical significance.

Each candidate must submit a single word-processed research-based essay (1,400–1,600 words, not including the bibliography and references).

The essay must comprise:

- a description of a US event, person, site, or object
- an assessment of the historical significance of the event, person, site, or object
- an evaluation of the limitations of the study, identifying aspects for further research and explaining how further research would advance our historical understanding of the event, person, site, or object.

All parts should be of sufficient length to allow the candidate to score at the highest level of which they are capable.

Candidates may include visual material in their work if it clarifies a point in their description or in their assessment of historical significance (i.e., it should not merely be for illustration).

Choice of Event, Person, Site, or Object

The class teacher selects **one** event, person, site, or object that the entire class will investigate individually. The choice of an event, person, site, or object is important; the event, person, site, or object must be of sufficient and varied historical significance to offer an appropriate focus for investigation and to allow candidate(s) to reach the highest levels in the mark scheme. The emphasis should be on an ordinary event, person, site, or object so its significance will be local/regional. There is no requirement to select somewhere of national significance.

Equally, the event, person, site, or object should not be so large or of such great significance that an assessment of it cannot do justice to the subject within the specified word limit. If a teacher wishes to choose an event, person, site, or object that is of national importance, it is recommended that the scope of the inquiry be narrowed to make the study manageable within the word limit.

A site can be chosen from anywhere in the United States. Any object chosen must have been created in the United States or its predecessor states, or be of major significance to the United States. An event, person, site, or object can be from any period covered by the syllabus but it must allow for the assessment of historical significance.

If a site or object is chosen, it is desirable for the candidate to have direct access to the site or object in an educational visit as their description should be based on personal observation supported by additional evidence gathered from source material.

Every candidate in a class should study the same event, person, site, or object. Working on a single site or object makes it more practical to arrange a field trip to visit the site or to view the object in person. It also makes it easier for candidates to share primary and/or secondary resources in their individual research and marking the work of the class is more straightforward.

The following is an example of a possible **event** to investigate:

- a Centre in West Virginia might study the significance of the Monongah Mining disaster.

The following are examples of possible **people** to investigate:

- a Centre in Connecticut might study the significance of Prudence Crandall.
- a Centre in Arizona might study the significance of Cesar Chavez.

The following are examples of possible **sites** to investigate:

- a Centre in Mississippi might study the significance of Mound Bayou.
- a Centre in Pennsylvania might study the significance of Carlisle Indian Industrial School.

The following are examples of possible **objects** to investigate:

- a prototype machine (e.g., a wind pump or piece of farm equipment) because the major impact it had on the way life operated provides a historical significance which can be explored
- National City Lines Bus 2857 (in the Henry Ford Museum, Michigan) because of what it represents and/or its role in the Montgomery Bus Boycott provides a historical significance which can be explored.

Questions that could be asked to establish the suitability of an event, person, site, or object as the focus for coursework are:

- What significance does the event, person, site, or object have locally and/or nationally?
- What documents/resources are available to support the study?
- Is the scope of the event, person, site, or object appropriate?

To reach the highest level of the mark scheme, candidates should:

- recognize that the historical significance of an event, person, site or object is negotiable, depending on the questions asked of it or line of inquiry pursued
- use reliable evidence from documentary or other sources, such as photographs and movies, to support their conclusions. These may relate to the event, person, site or object directly, or be interpretations of the event, person, site or object
- include a sophisticated description of the subject of their study.

Selecting Source Materials

Teachers should prepare a pack of relevant source materials including:

- sources related to the situation/context prior to the event, person, site, or object being studied
- descriptions from the time
- sources that demonstrate the impact of the event, person, site, or object.

Historians' interpretations of the site should be avoided where possible, as candidates should be encouraged to draw their own conclusions rather than rely on the work of others. The sources should be of a range of types and should be selected to enable candidates of all abilities to undertake their study. Candidates may add to the pack of resources if they wish, but this is not a requirement of the mark scheme. The sources should be available for candidates in hard copy or electronically, together with relevant information to enable candidates to give appropriate references in their footnotes and bibliography.

The Production of Coursework

The Personal Study component is an integral part of the course, so Cambridge International expects candidates to undertake their coursework with continuing guidance and supervision from teachers. Throughout the entire process, teachers should monitor progress to ensure that candidates work at a steady pace and complete their portfolios on time.

There are three different stages in the production of each assignment:

- planning the task
- researching and drafting the task
- submitting the task.

Planning the Task

Teachers should introduce this component to candidates, providing detailed guidance on the purpose and requirement of the task and the assessment criteria against which each task will be marked.

Teachers will prepare candidates for the coursework by teaching skills such as how to use and evaluate sources and how source material should be cited.

Candidates can be taught in outline about the main issues surrounding the chosen event, person, site, or object. The teaching should cover the local and national context to assist candidates' judgments about elements of historical significance such as typicality and impact on relevant developments.

Candidates should understand how historians judge significance using a range of criteria. These could include significance within a line of development, using concepts such as turning point, false dawn, continuity, anomaly; significance for different (groups of) people at the time; significance for different (groups of) people over a longer term; the importance attributed to an event, person, site, or object by people at the time and since.

All candidates should be helped with identifying the main issues and problems associated with the chosen event, person, site, or object. Candidates should be helped if they decide to select their own event, person, site, or object.

All candidates should then be given ongoing advice:

- on possible books and other resources that might be useful
- to resolve practical and conceptual problems encountered during research.

Teachers should give collective advice in class, teaching candidates as a group about:

- report writing and possible ways of structuring written coursework
- appropriate study and research skills and techniques
- working in a disciplined way to meet the word and time limits
- the meaning and consequences of plagiarism
- how to reference and create a suitable bibliography.

Candidates should work together on all of the above, just as they would in the context of classroom learning in any subject. Significant time should be allocated to this important part of the preparation for the Personal Study coursework.

Researching and Drafting the Task

Candidates must carry out their work individually. Candidates will be expected to carry out their research on their own and, once drafting has begun, the candidate must complete the process without further subject-specific assistance from school or home.

Teachers can offer guidance on how best to approach a coursework task but must be careful not to exert too much influence over candidates' decisions. Teachers may **not**:

- offer or provide detailed subject guidance for a candidate
- undertake any research for a candidate
- prepare or write any drafts for a candidate
- correct, suggest corrections to, or identify shortcomings in any part of a candidate's written/electronic subject-specific notes or drafts
- prepare any part of a candidate's presentation.

Practice assignments are not allowed on the same event, person, site, or object. **The repeating of assignments is not allowed. Candidates may not work collaboratively.**

Deadlines should be communicated to candidates before they begin work and periodically thereafter.

This component is worth one-fifth of the marks for the syllabus so an appropriate proportion of the class time allocated to the course should be allocated to work on this component.

Writing the Essay

Coursework should be word-processed:

- in Arial or Times New Roman font
- using a font size of 11 or 12
- with margins left, right, top, and bottom.

All quotations must be acknowledged in either **references** or **footnotes**:

- Every work cited must appear in the bibliography.
- Each reference should give the author's surname, and the year of publication.
- Footnotes should be numbered in sequence.
- Footnotes may be at the bottom of each page or listed together at the end.

There must be a **bibliography**:

- This should be set out in alphabetical order by the author's last name.
- For books, the author's full name should be followed by the full title and the date of publication.
- For websites, the author (if there is one) should be followed by the title of the article/item and the date it was written, the full website address (URL), and the date it was accessed by the candidate.

Submitting the Task

Investigations may not be revised after submission to the teacher. The addition, modification, or removal of any material after this would constitute malpractice.

It is the center's responsibility to make sure all assessed work is the candidate's original work. If plans and first drafts are completed under teacher supervision, you can be sure of the authenticity of the final coursework. You should not correct or edit draft coursework. A general discussion on the progress of coursework is a natural part of the teacher–candidate relationship, as it is for other parts of the course.

Candidates must understand that they cannot submit someone else's work as their own, or use material produced by someone else without citing and referencing it properly. You should make candidates aware of the academic conventions governing quotation and reference to the work of others, and teach candidates how to use them.

A candidate taking someone else's work or ideas and passing them off as his or her own is an example of plagiarism. It is your responsibility as a teacher to prevent plagiarism from happening and to detect it if it does happen. For more information, search for 'Preventing plagiarism – guidance for teachers' on our website at **www.cambridgeinternational.org**

Cover Sheets

You should submit a cover sheet completed for each candidate. At the time of submission, the candidate must sign a statement confirming that they are submitting their own work. You countersign it to confirm that you believe the work is theirs. Any quotations and copied material must be fully acknowledged.

Include the cover sheets with the sample materials you send to Cambridge International. Download the cover sheet from the samples database at **www.cambridgeinternational.org/samples**. The database will ask you for the syllabus code (i.e. 0409), after which it will take you to the correct form. Follow the instructions on the form itself to complete it.

Recording and Submitting Candidates' Marks and Work

Please refer to the samples database at **www.cambridgeinternational.org/samples** for information, dates and methods of submission of candidates' marks and work.

You should record candidates' marks for Component 3 – Personal Study on the Individual Candidate Record Card and the Coursework Assessment Summary Form, which you should download each year from the samples database at **www.cambridgeinternational.org/samples**. The database will ask you for the syllabus code (i.e. 0409), after which it will take you to the correct forms. Follow the instructions on the form to complete it.

The marks on these forms must be identical to the marks you submit to Cambridge International.

Guidance on Setting Coursework Tasks

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

Assessment Criteria for Component 3: Personal Study

Marks should be awarded for assessment objectives 2 and 4 using the criteria in the generic mark scheme. Note that the descriptions are general and refer to a candidate's overall performance in each assessment objective, and therefore they should not be used to mark the specific task.

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

The total marks available for these assessment objectives are as follows:

AO2: 10 marks

AO4: 15 marks

No other assessment objectives may be assessed. Assessment must focus on the quality of the candidate's work, **not** quantity or presentation.

Once coursework has been marked, candidates may not repeat the task or redraft their work.

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

The marker should look at the work and then make a judgment about which level statement is the best fit. In practice, work does not always match one level statement precisely, so a judgment may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

	AO2: Historical Significance 10 marks available	AO4: Use of Sources in Research 15 marks available
	8–10 marks	11–15 marks
Level 3	<p>Candidates can identify and provide supporting evidence for a range of criteria for judging historical significance. They can recognize that the event, person, site, or object has different significances. They can use a wide range of knowledge of the context of the chosen event, person, site, or object.</p> <p>There is a careful evaluation of the limitations of the study, explaining well how further research would advance historical understanding of the event, person, site, or object.</p>	<p>Candidates can select, organize, and deploy an extensive range of relevant information to produce consistently well-structured narratives, descriptions, and explanations. These are thorough and accurate, and show an appreciation of the wider historical context.</p> <p>Candidates can evaluate and use a range of sources critically to investigate issues and to reach reasoned and substantiated conclusions. They can explain how and why differences exist in the ways in which events, people, sites, or objects are interpreted.</p> <p>They can cite all sources fully and accurately.</p>
	4–7 marks	6–10 marks
Level 2	<p>Candidates can identify and provide supporting evidence for at least one criterion for judging historical significance, using their knowledge of the historical context of the chosen event, person, site, or object.</p> <p>There is some evaluation of the limitations of the study, but this is limited. How further research would advance historical understanding of the event, person, site, or object is explained to some extent.</p>	<p>Candidates can select, organize, and deploy a range of relevant information to produce structured narratives, descriptions, and explanations that are accurate and reasonably thorough but are nonetheless limited to the more obvious aspects of the matter under consideration.</p> <p>Candidates can evaluate and use sources critically to investigate issues and reach conclusions.</p> <p>They can recognize that events, people, sites, or objects have been interpreted in different ways.</p> <p>They can cite most sources accurately.</p>

	AO2: Historical Significance 10 marks available	AO4: Use of Sources in Research 15 marks available
	1–3 marks	1–5 marks
Level 1	<p>Candidates can identify some criteria for significance and make claims about the significance of the chosen event, person, site, or object. These will either be weakly supported or unsubstantiated.</p> <p>The limitations of the study are described or ignored. How further research would advance historical understanding of the event, person, site, or object is barely considered or not addressed.</p>	<p>Candidates can select and use relevant information to construct narratives and description. These will be straightforward and accurate but are likely to be relatively brief or limited in scope.</p> <p>Candidates can comprehend sources but take them at face value. They can identify sources that are useful for particular tasks and can draw simple conclusions. They can provide some relevant information to show where a source can be found.</p>
	0 marks	0 marks
Level 0	No creditable response.	No creditable response

Notes on Moderation

Internal Moderation

If more than one teacher in your center is marking internal assessments, you must make arrangements to moderate or standardize your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation on the samples database at www.cambridgeinternational.org/samples

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* for the relevant year of assessment.

External Moderation

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 sample you submit to Cambridge International should include examples of the marking of each teacher. The samples database at www.cambridgeinternational.org/samples explains how the sample will be selected.

The samples database at www.cambridgeinternational.org/samples also provides details of how to submit the marks and work.

External moderators will produce a short report for each center with feedback on your marking and administration of the assessment.

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/eoguide

Before you Start

Previous Study

We recommend that learners starting this course should have studied some history.

Guided Learning Hours

We design Cambridge IGCSE syllabi to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and 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 check the syllabus page at www.cambridgeinternational.org/0409

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates cannot enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with Other Syllabi

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

- Cambridge IGCSE History (0470)
- 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.

Group Awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognizing the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

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 an administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabi 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/eoguide

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 retake entries is at www.cambridgeinternational.org/retakes

Candidates cannot resubmit, in whole or in part, coursework from a previous series. To confirm if an option is available to carry forward marks for this syllabus, see the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward internally assessed marks can be found in the *Cambridge Handbook* for the relevant year at www.cambridgeinternational.org/eoguide

Language

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

Accessibility and Equality

Syllabus and Assessment Design

Cambridge International works to avoid direct or indirect discrimination. We develop and design syllabuses and assessment materials to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics; these protected characteristics include special educational needs and disability, religion and belief, and characteristics related to gender and identity. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access Arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make ‘reasonable adjustments’ for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:

- Requested access arrangements should be based on evidence of the candidate’s barrier to assessment and should also reflect their normal way of working at school; this is in line with the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

After the Exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. ‘Ungraded’ means that the candidate’s performance did not meet the standard required for grade G. ‘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 (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

How Students and Teachers Can Use the Grades

Assessment at Cambridge IGCSE has two purposes:

- 1 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.

- 2 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.

The outcomes 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 American History (US) will be published after the first assessment of the syllabus in 2019.

Changes to this Syllabus for 2025, 2026 and 2027

The syllabus has been updated. This is version 2, published March 2025.

The percentage weightings of the papers shown in Assessment Overview have been amended to the nearest whole number. Previously the weightings were shown rounded to the nearest 5 per cent.

You must read the whole syllabus before planning your teaching program. We review our syllabi regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no changes to this syllabus that affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2019 are still suitable for use with this syllabus.



School feedback: ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

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

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at info@cambridgeinternational.org with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

Cambridge Assessment International Education, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 (0)1223 553554 email: info@cambridgeinternational.org www.cambridgeinternational.org

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