

Syllabus

Cambridge International AS & A Level International History 9982 for centres in the United States of America

Use this syllabus for exams in 2027, 2028 and 2029.

Exams are available in the June (AS & A Level) and November (AS Level only) series.

This syllabus is **not** available in all administrative zones.

Please check the syllabus page at www.cambridgeinternational.org/9982 to see if this syllabus is available in your administrative zone.



Version 2

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

Why choose Cambridge?

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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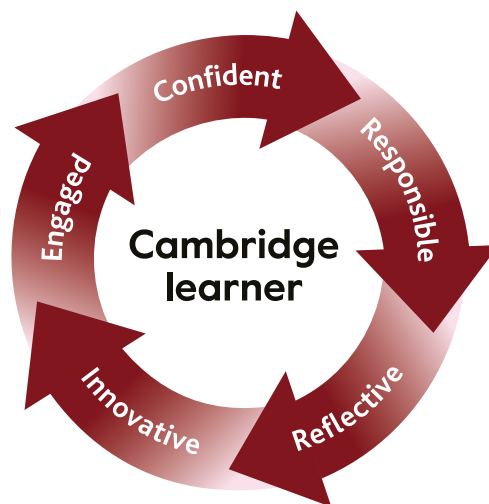
1 Why choose this syllabus?

Key benefits

The best motivation for a student is a real passion for the subject they are learning. Cambridge International AS and A Level give schools flexibility to offer a broad and balanced curriculum with a choice of over 50 subjects. Students can select the subjects they love and that they are best at, enabling them to reach their potential and thrive.

Following a Cambridge International AS and A Level programme helps students develop abilities which universities value highly, including:

- a deep subject knowledge
- conceptual understanding and higher-level thinking skills
- presenting ordered and coherent arguments
- independent learning and research.



Cambridge International AS and A Level International History explores the past from a diversity of perspectives, including social, economic, political and cultural. Learners develop transferable skills. These include the ability to evaluate historical evidence, present clear and logical arguments and assess different historical interpretations of an argument. Learners develop an understanding of historical concepts such as cause and consequence, and significance.

Our approach in Cambridge International AS and A Level International History supports the development of learners who are:

confident, developing the ability to analyse, explain, interpret and evaluate historical issues and perspectives

responsible, acquiring knowledge and skills through independent reading and enquiry

reflective, recognising the complexities of the past and the significance of events, individuals and time periods and making links with new areas of historical study

innovative, learning how to present clear, logical arguments and supporting their own judgements

engaged, developing their interest in history and broadening their knowledge and understanding of different perspectives.

School feedback: ‘Cambridge students develop a deep understanding of subjects and independent thinking skills.’

Feedback from: Principal, Rockledge High School, USA

Key concepts

Key concepts are essential ideas that help students develop a deep understanding of their subject and make links between different aspects. Key concepts may open up new ways of thinking about, understanding or interpreting the important things to be learned.

Good teaching and learning will incorporate and reinforce a subject's key concepts to help students gain:

- a greater depth as well as breadth of subject knowledge
- confidence, especially in applying knowledge and skills in new situations
- the vocabulary to discuss their subject conceptually and show how different aspects link together
- a level of mastery of their subject to help them enter higher education.

Carefully introducing and developing key concepts at the right time will help to underpin the teaching. You may identify additional key concepts which will also enrich teaching and learning.

The key concepts for Cambridge International AS and A Level International History are:

- **Similarity and difference**
The patterns of similarity and difference that exist between people, lived experiences, events and situations in the past.
- **Cause and consequence**
The relationship in history between events, circumstances, actions and beliefs (cause) and the result, event or action that follows (consequence).
- **Change and continuity**
How some aspects have changed over time (change) and how some have stayed the same (continuity) within a given time frame.
- **Significance**
The importance given to events, individuals or ideas from the past. One person's view of historical significance may not be the same as another's, and views may change over time.
- **Interpretations**
How the past is interpreted and presented by historians.

Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. More than 2220 universities in over 90 countries formally recognise Cambridge qualifications, with many more accepting our qualifications on application.

UK ENIC, 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 International AS and A Level and found it to be comparable to the standard of AS and A Level in the UK. This means students can be confident that their Cambridge International AS and A Level qualifications are accepted as equivalent, grade for grade, to UK AS and A Levels by leading universities worldwide.

A choice of assessment routes

Cambridge International AS and A Level offers a choice of assessment routes with staged assessment available in many subjects: Cambridge International AS Level can be offered as a standalone qualification or as part of a progression to Cambridge International A Level.

Cambridge International AS Level International History makes up the first half of the Cambridge International A Level course in International History and provides a foundation for the study of history at Cambridge International A Level. The AS Level can also be delivered as a standalone qualification. Depending on local university entrance requirements, students may be able to use it to progress directly to university courses in history or some other subjects. It is also suitable as part of a course of general education.

Cambridge International A Level International History provides a foundation for the study of history or related courses in higher education. Equally it is suitable as part of a course of general education.

For more information about the relationship between the Cambridge International AS Level and Cambridge International A Level see the 'Assessment overview' section of the Syllabus overview.

Visit www.cambridgeinternational.org/recognition-search/ and university websites for the most up-to-date higher education entry requirements.

Learn more: www.cambridgeinternational.org/recognition

Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at www.cambridgeinternational.org/support, our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching and learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at www.cambridge.org/education and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at www.cambridgeinternational.org/syllabusupdates

Professional development

Find the next step on your professional development journey:

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
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For more information visit www.cambridgeinternational.org/support-for-teachers

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.
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2 Syllabus overview

Aims

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

The aims are to enable students to:

- expand their knowledge and understanding of key historical periods and events
- develop their interest in the past and an appreciation of the collective efforts and achievements that have shaped our present
- build confidence in working with historical concepts such as cause and consequence, change and continuity, similarity and difference, significance and interpretations
- appreciate the nature and diversity of historical sources available, and how historians use them
- discover a wide variety of approaches to different aspects of history and different interpretations of particular historical issues
- develop independent thinking and make informed judgements on historical issues
- develop an empathy with people living in different places and in different time periods
- build a strong foundation of knowledge and skills for further study of history.

School feedback: ‘Cambridge International AS and A Levels prepare students well for university because they’ve learnt to go into a subject in considerable depth. There’s that ability to really understand the depth and richness and the detail of a subject. It’s a wonderful preparation for what they are going to face at university.’

Feedback from: US Higher Education Advisory Council



We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

Content overview

AS Level

For Papers 1 and 2, candidates study the following:

International history, 1870–1939

- Imperialism and the emergence of world powers, c.1870–1918
- International relations, 1919–29: conflict and cooperation
- International history, 1929–39: the rise of extremism and the road to war

There are three topics. The topics rotate between Papers 1 and 2 each year. In any given year, the prescribed topic for Paper 1 is not used for Paper 2. For more information, please refer to sections 3 and 4.

A Level

For Paper 3, candidates study the following:

The Holocaust

For Paper 4, candidates study the following:

International history, 1909–94

- The Soviet Empire in Eastern Europe, 1953–91
- End of minority rule in South Africa and Zimbabwe, 1948–94
- The route to independence: Malaysia and Indonesia, 1909–67

Assessment overview

Paper 1

Historical Sources 1 hour 15 minutes
40 marks

Candidates answer one two-part historical sources question.

Candidates answer both parts of the question.

Questions are based on the prescribed rotation of topics for paper 1 for the year of examination.

Externally assessed

40% of the AS Level

20% of the A Level

Paper 2

Outline Study 1 hour 45 minutes
60 marks

Candidates answer two two-part questions.

Candidates answer both parts of the questions.

Questions are based on the prescribed rotation of topics for paper 2 for the year of examination.

Externally assessed

60% of the AS Level

30% of the A Level

Paper 3

Historical Interpretations 1 hour 15 minutes
40 marks

Candidates answer one historical interpretations question.

The question is based on the topic for paper 3.

Externally assessed

20% of the A Level

Paper 4

Depth Study 1 hour 45 minutes
60 marks

Candidates answer two questions from a choice of three.

Questions are based on the topics for paper 4.

Externally assessed

30% of the A Level

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

There are three routes for Cambridge International AS and A Level History:

Route	Paper 1	Paper 2	Paper 3	Paper 4
1 AS Level only (Candidates take all AS components in the same exam series)	yes	yes	no	no
2 A Level (staged over two years) Year 1 AS Level*	yes	yes	no	no
Year 2 Complete the A Level	no	no	yes	yes
3 A Level (Candidates take all components in the same exam series)	yes	yes	yes	yes

* Candidates carry forward their AS Level marks subject to the rules and time limits described in the *Cambridge Handbook*. See **Making entries** for more information about carrying forward marks.

Candidates following an AS Level route are eligible for grades a–e. Candidates following an A Level route are eligible for grades A*–E.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Historical knowledge

Candidates should be able to:

- Recall, select and use appropriate historical knowledge.

AO2 Historical explanation, analysis and judgement

Candidates should be able to:

- Identify, explain and analyse the past using historical concepts:
 - cause and consequence
 - change and continuity
 - significance.
- Explain and analyse connections between different aspects of the past.
- Reach a judgement.

AO3 Historical sources

Candidates should be able to:

- Understand, analyse, evaluate and interpret a range of historical sources in context.

AO4 Historical interpretations

Candidates should be able to:

- Understand, explain and analyse how historians have interpreted and approached aspects of the past.

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 AS Level %	Weighting in A Level %
AO1 Historical knowledge	40	45
AO2 Historical explanation, analysis and judgement	30	30
AO3 Historical sources	30	15
AO4 Historical interpretations	0	10
Total	100	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Historical knowledge	25	50	50	50
AO2 Historical explanation, analysis and judgement	0	50	0	50
AO3 Historical sources	75	0	0	0
AO4 Historical interpretations	0	0	50	0
Total	100	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.

Where 'including' is used in the syllabus subject content, candidates must study everything in the list. There may be other relevant examples you may choose to study with your students.

Paper 1 and Paper 2

Each topic is divided into four key questions. Each key question is accompanied by content that candidates should understand and use when addressing the key question.

These topics rotate year-on-year. One topic is assessed on Paper 1 and the two remaining topics are assessed on Paper 2. For each option, the prescribed topic for Paper 1 in any given year is assessed via Paper 1 and is not assessed via Paper 2 for that year. For more information see Topics assessed on Paper 1 and Paper 2 (after the subject content) and also refer to section 4.

International history, 1870–1939

1 Imperialism and the emergence of world powers, c.1870–1918

1.1 Why was imperialism a significant force in Africa from 1870?

- Motives for the Scramble for Africa by European countries, including
 - Economic
 - Religious and cultural, 'the civilising mission'
 - National and strategic rivalry
- Process of colonisation of Africa, including
 - Expansion and government of colonies: direct and indirect
 - Activities of European explorers, including
 - Barth
 - Livingstone
 - Stanley
 - Influence of the advance of technology/science
 - Development of the Suez Canal
- Impact of colonialism on Africa, including
 - Imposition of arbitrary boundaries by colonising powers
 - Human exploitation and abuse: the Belgian Congo
 - Conversion to Christianity, healthcare and education
 - Infrastructure development
 - Causes and impact of African resistance, including
 - The Anglo-Zulu war of 1879
 - Ndebele rebellion
 - The Battle of Adwa
 - Herero War

1.2 What was the impact of imperial expansion on international relations?

- The Berlin Conference, 1884–85
 - Purpose, including
 - Pressures on Bismarck
 - Intentions of different powers
 - Outcome, including
 - Principle of ‘effective occupation’
 - Recognising King Leopold’s Congo claim
 - End of slavery
 - Free trade and navigation
- Rivalries between colonial powers, including
 - Between Britain and Germany, Weltpolitik and naval rivalry, and tension over South Africa
 - Between France and Britain over the Sudan: the Fashoda Incident
 - Between France and Germany over Morocco
- Attempts to resolve tensions between imperial nations after 1900, including
 - The end of Britain’s ‘splendid isolation’ and the Anglo-French Entente
 - The Algeiras conference
 - The convention of November 1911 that ended the Agadir crisis
- The situation in 1914, including
 - The extent of European empires
 - Influence on European alliances
 - Contemporary views and verdicts

1.3 Why did Japan emerge as a world power and what was the impact on international relations?

- Japanese relations with western powers in the nineteenth century, including
 - Commodore Perry’s mission
 - Unequal treaties
- Reasons for rapid modernisation and military development, including
 - Meiji Restoration
 - Industrialisation
 - Adoption of western technology
 - Education
- International recognition of Japan as a world power, including
 - Japanese foreign policy objectives: relations with Korea
 - Anglo Japanese Treaty, 1902: causes and consequences
 - Russo-Japanese War, 1904–05 and reason for Japan’s victory
- Japan’s role in the First World War and global position by 1918, including
 - Contribution to global war
 - Role in the Pacific, including seizure of German possessions
 - Intervention in Russian Civil War

1.4 Why did the USA emerge as a world power and what was the impact on international relations?

- Changing attitudes to overseas expansion, including
 - Impact of the closing of the frontier on US foreign policy
 - Development of naval power: Mahan's 'The Influence of Sea Power upon History', building of the Great White Fleet
 - Rapid economic growth
 - Economic cycle and the Panic of 1893
 - Building of the Panama Canal
- Reasons for, and impact of, the Spanish–American War, 1898, including
 - Increasing US interest in Central and Latin America
 - Yellow journalism
 - Sinking of the Maine
 - Taft and Dollar Diplomacy
- Reasons for, and impact of, the Philippine–American War, 1899–1902, including
 - US expansion into the Pacific
 - Controversy over US motives and actions
 - Filipino resistance
- Reasons for, and impact of, the USA's entry into the First World War, including
 - US relations with Germany, Britain and France
 - Wilson's policy and anti-war pressure groups
 - Actions of German U-boats and the sinking of the Lusitania
 - Zimmerman telegram
 - Impact of US intervention

2 International relations 1919–29: conflict and cooperation

2.1 Why was there such extensive dissatisfaction with the peace settlements of 1919–20?

- The negotiations at Versailles, including
 - Key issues in agreeing the Treaties, including
 - The aims of the Big Three
 - Representation of other powers
 - Key terms of the Treaties of Versailles, Trianon, Neuilly, Saint Germain and Sèvres
- Difficulties created by the treaties, including
 - Boundaries created by the settlements
 - Inconsistent application of national self-determination
- Reactions of victors and defeated powers
 - France, Britain, USA, Italy, Japan and Germany
 - Position of Russia
- Reparations
 - The question of 'war guilt'
 - The issue of size and payment

2.2 Why was the League of Nations created and what challenges did it face in the 1920s?

- Creation of the League, including
 - Wilson's 14 points
 - Inclusion in all the Treaties
 - Aims and structure
- Weaknesses of the League, including
 - Restricted membership
 - Leadership
 - Voting processes
 - Enforcement difficulties
- Collective security and the League's involvement in the resolution of post-war disputes, including
 - The Åland Islands
 - Teschen
 - Polish seizure of Vilna
 - The Upper Silesian Coalfields dispute
 - Memel
 - Greco-Bulgarian border dispute
- Role and impact of the Agencies, including
 - Commission for Refugees
 - International Labour Organisation (ILO)
 - Slavery Commission
 - Disarmament Commission
 - Mandates Commission

2.3 How and why did international tensions remain high after the Versailles settlement?

- Crises and tensions, including
 - Fiume
 - Corfu
 - The Ruhr crisis
 - German hyperinflation and the reparations issue
 - Ethnic, political and economic problems in the successor states
- Aims and impact of international treaties and conferences, including
 - Little Entente, 1921
 - Washington Conference, 1921–22
 - Genoa Conference, 1922
 - Rapallo Pact, 1922
 - Treaty of Lausanne, 1923
- Changing relations between the major powers, including
 - European nations: Britain, France, Germany and Italy
 - The Soviet Union and the challenge of Communism
 - The USA: isolation or involvement
 - Emergence of Japan: internal issues and the effect on international relations

2.4 How and why did international relations improve, 1924–29?

- Economic recovery and improved relations, including
 - Dawes Plan: proposals and effect on international relations
 - Stresemann and German recovery
 - German entry into the League of Nations
 - Young Plan
- Aims and impact of international proposals, treaties and conferences, including
 - Geneva Protocol, 1924: support and opposition
 - Locarno Treaties, 1925: achievements and failures
 - Kellogg–Briand Pact, 1928: purpose and limitations
 - Hague Conference, 1929 and the dispute over evacuation of the Rhineland
- Developing relations between the major powers, including
 - France and Germany: the role of Stresemann and Briand
 - Italy and the impact of Mussolini's ambitions on international relations
 - Shifting relations with the Soviet Union
- Improved relations: reality or illusion, including
 - European powers
 - Japan and USA
 - Immediate impact of the Wall Street Crash

3 International history 1929–39: the rise of extremism and the road to war

3.1 How did the rise of extremism affect international relations?

- Impact of the Great Depression on political ideologies and intentions, including
 - The collapse of support for democracy and rise of Nazism in Germany
 - The collapse of democratic government and rise of militarism in Japan
 - Pressure on Mussolini for a change of policy in Italy
 - Isolationist pressures on the USA
- Failure of the World Disarmament Conference, 1932–34, including
 - Reasons for the Conference
 - Effect of international events
 - Attitude of major powers especially France and Germany
- Changing relationship between the powers, including
 - London Naval Conference, 1930
 - Stresa Front, 1935: membership and purpose
 - Rome–Berlin Axis, 1936
 - Anti-Comintern Pact, 1936–37
- Changing nature of relations with the USSR and impact on foreign policy, including
 - Soviet response to the rise of Nazism
 - Comintern and fear of Communism

3.2 Why did the League of Nations fail to keep the peace in the 1930s?

- Response of the League to major crises, including
 - Manchuria, 1931–33
 - Abyssinia, 1935–36
- Changing attitudes of major powers towards the League of Nations, including
 - Withdrawal from membership of Japan, March 1933; Germany, October 1933; and Italy, 1936
 - Admission of the USSR, 1934
 - Negotiations taking place outside the League of Nations
- Responses to the Spanish Civil War, including
 - Why the League of Nations did not respond
 - The creation of the Non-intervention Agreement, 1936
 - Reason for failure of the agreement, including
 - Intervention of Germany, Italy and the USSR
 - Lack of commitment of France and Britain
 - The International Brigades and other volunteers
- Causes of the failure of the League of Nations, including
 - Unable to achieve widespread disarmament
 - Absence of major powers
 - Reliance on Britain and France
 - Effects of Great Depression
 - Increasing nationalism

3.3 Why, and with what effects, did Britain and France pursue a policy of appeasement?

- Impact of economic, military and social considerations on foreign policy, including
 - Britain: effects of Great Depression, 10-year rule, Oxford 'King and Country' debate of 1933 and the Peace Ballot, 1934–35
 - Fascism as a bulwark against Bolshevism, and sympathy for Nazi policies
 - France: economic problems, political divisions, threat of communism and elections of 1936
 - French Grand Strategy: creation of the Maginot Line
- Actions taken to appease Hitler, including
 - Response to rearmament, Anglo-German Naval Agreement, 1935
 - Inaction over the Rhineland
 - Acceptance of the Anschluss
 - The Sudetenland Crisis
 - The Munich conference and its outcome
 - Responses to Hitler's occupation of Prague

continued

3.3 Why, and with what effects, did Britain and France pursue a policy of appeasement?

continued

- Successes of appeasement, including
 - War postponed
 - Buying time for rearmament
 - Gaining popular consent
- Failure of appeasement, including
 - Increased resources of dictators
 - Increased morale of dictators
 - Growing opposition to the policy

3.4 Why did war break out in 1939?

- Aims and impact of Hitler's expansionist policies, including
 - Underlying aims of Hitler in foreign policy
 - Rearmament and Anglo-German Naval Agreement, 1935
 - Remilitarisation of the Rhineland, 1936
 - Anschluss, 1938
 - Sudetenland, 1938
 - Czechoslovakia, 1939
 - British rearmament in response to Germany's expansionism, including
 - Development of aircraft
 - Preparation for air raids
 - Targets and progress by 1939
 - Development of German alliances, including
 - Anti-Comintern Pact
 - Pact of Steel
 - Nazi-Soviet Pact
 - Long-term and short-term motives of participants
 - Attack on Poland, including
 - German-Polish issues including Danzig and the Polish Corridor
 - The end of Appeasement and the Anglo-French guarantee to Poland, March 1939
 - Disagreement between Hitler and the German High Command
 - Hitler's intentions
-

Topics assessed on Paper 1 and Paper 2

The topics for each paper will rotate on a yearly basis, as follows.

Topics assessed in 2027

Paper 1	Paper 2
International history, 1870–1939 <ul style="list-style-type: none"> Imperialism and the emergence of world powers, c.1870–1918 	International history, 1870–1939 <ul style="list-style-type: none"> International relations, 1919–1929: conflict and cooperation International history, 1929–1939: the rise of extremism and the road to war

Topics assessed in 2028

Paper 1	Paper 2
International history, 1870–1939 <ul style="list-style-type: none"> International relations, 1919–1929: conflict and cooperation 	International history, 1870–1939 <ul style="list-style-type: none"> Imperialism and the emergence of world powers, c.1870–1918 International history, 1929–1939: the rise of extremism and the road to war

Topics assessed in 2029

Paper 1	Paper 2
International history, 1870–1939 <ul style="list-style-type: none"> International history, 1929–1939: the rise of extremism and the road to war 	International history, 1870–1939 <ul style="list-style-type: none"> Imperialism and the emergence of world powers, c.1870–1918 International relations, 1919–1929: conflict and cooperation

Paper 3

Candidates will be expected to develop an awareness of different interpretations on the given topic. By considering different interpretations, candidates should develop an understanding of the nature of the discipline of history, and the ways in which history is produced.

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

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

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

- how different historians ask different questions about their field of study
- how historians' approaches are influenced by their own ideology and beliefs
- the inter-relationship between historians' interpretations and approaches.

The Holocaust

Key question

Candidates should study the interpretations and approaches of different historians, with particular focus on the over-arching key question, **‘Who or what was to blame for the Holocaust?’**

Context

The historical context to which these interpretations will relate is the events and developments out of which the Holocaust occurred, including: the background of European and German antisemitism and racist theories, Nazi antisemitism and persecution of the Jews, 1933–41, the impact of war on Nazi policy towards the Jews, Ghettoisation and Jewish responses to the Holocaust, the development of Nazi extermination policies towards Jews and other minorities, contemporary reactions to the Holocaust.

Content

Candidates should consider how the following have shaped the debate about the causation of the Holocaust:

- How far was the Holocaust a consequence of racist ideas which existed before the Nazis?
- Intentionalism and the role of Hitler: was the Holocaust planned in advance by Hitler?
- Structuralism: how far did the nature of the Nazi state determine how the Holocaust developed?
- Functionalism: how far did contingent factors such as war determine how the Holocaust developed?
- Synthesis interpretations which aim to reconcile aspects of the Intentionalist, Structuralist and Functionalist approaches.
- Perpetrators: who carried out the Holocaust, and why? Was murderous behaviour the exception or were many involved? Why did non-Germans participate in the killings?
- Victims: How far did Jews resist the Holocaust, and how can resistance be defined? Should definitions of the Holocaust include victims other than Jews?
- Bystanders: How did the USA and Britain respond to the Holocaust at the time?

Paper 4

Each topic is divided into four key questions. Each key question is accompanied by content that candidates should understand and use when addressing the key question.

International history, 1909–94

1 The Soviet Empire in Eastern Europe, 1953–91

1.1 How did the Soviet Union's relationship with the satellite states develop in the period up to 1968?

- The formation of the Warsaw Pact
- Reasons for formation
- The nature of government in the satellite states including
 - Czechoslovakia
 - Poland
 - East Germany
 - Hungary
- The political influence of the Communist Party
 - Repressive measures including
 - Censorship
 - State security forces such as the Stasi
 - Policies towards the Church
 - Restrictions on emigration
 - Social and economic conditions in the satellite states including
 - The impacts of economic centralisation
 - Changes in living standards
 - Threats to the stability of Soviet control including
 - Uprisings in the 1950s in Poland and Germany
 - Hungarian uprising in 1956: causes, course and impact
 - Problems in Berlin and the building of the Berlin Wall
 - Prague Spring in 1968: causes, course and impact
- Soviet reactions to dissent, including
 - Political change and repression
 - Military actions
 - Introduction of the Brezhnev Doctrine, 1968

1.2 Why did the period 1964–85 become characterised by political and economic stagnation?

- Political leadership in the period from 1964–85
 - Brezhnev's aims, Andropov and Chernenko
 - Corruption and the nomenklatura system
 - Development of the gerontocracy

continued

1.2 Why did the period 1964–85 become characterised by political and economic stagnation? continued

- The nature and extent of the problems facing the Soviet economy
 - Attempts to reform and the 10th Five Year Plan
 - Impact of defence spending
 - Development of stagnation
- Foreign relations
 - Détente with the West
 - The invasion of Afghanistan and its impact on the Soviet Union
 - The Second Cold War
- Developments in the satellite states
- Economic reforms
- Social policies and developments
- Challenges to Soviet control, including
 - Influence of the West
 - Political activism
 - Influence of the Church

1.3 How did Gorbachev try to respond to the crisis in the Soviet Union?

- Reasons for Gorbachev's rise to power and the changes he made
- The situation facing Gorbachev in 1985, including
 - The state of the economy
 - Food shortages and rationing
 - The budget deficit
 - Absenteeism
 - Living and working conditions
 - Pressure for change from within and outside the Soviet Union
- Gorbachev's 'new thinking': the reasons for, nature of and consequences of
 - Glasnost
 - Perestroika
 - Demokratizatsiya
- Economic, political and social change under Gorbachev
 - Restructuring the economy
 - 12th Five Year Plan
 - Fragmentation
 - Declining foreign trade
 - Chernobyl
- Impact of Gorbachev's policies on foreign relations
 - Changing relationship with the United States
 - Summit meetings and Geneva, Reykjavik and Washington

1.4 How and why did Soviet control of Eastern Europe collapse in 1991?

- Reasons for the development and growth of Solidarity in Poland
- Economic problems facing Poland
- Events of August 1980 in Gdansk
- 21 Demands
- Reactions to Solidarity
 - From the Polish government
 - From the USSR
 - Imposition of Martial Law, 1981
- Impact of Gorbachev's policies on Eastern Europe
 - Nationalist movements in Hungary, Czechoslovakia and Romania
 - Rise in dissent and Soviet reactions to uprisings in Kazakhstan and the Baltic States
 - Sinatra Doctrine
 - Re-legalising Solidarity in 1989
 - Fall of the Berlin Wall
- Reasons for the collapse of the Soviet Union
 - Opposition to Gorbachev's policies
 - Causes and impact of the coup of August, 1991
 - Gorbachev's resignation
 - Collapse of Soviet control in the Republics

2 End of minority rule in South Africa and Zimbabwe, 1948–94

2.1 How was the apartheid state established in South Africa and what was its impact from 1948 to 1959?

- Life in South Africa, c.1948
 - Economic development: mining, manufacturing and agriculture
 - The lives and work of Black South Africans: segregation, discrimination, life in townships, and in urban and rural areas
- The reasons for the election victory of the National Party in 1948, including
 - The impact of the Second World War
 - The National Party's appeal to Afrikaner nationalism
 - The campaign of Smuts and the United Party
 - The electoral system
- The introduction and impact of apartheid measures
 - The apartheid legislation
 - The pass system
 - The creation of Bantustans
 - Changes to education for Black South Africans
 - The impact of these measures on people's everyday lives

continued

2.1 How was the apartheid state established in South Africa and what was its impact from 1948 to 1959? continued

- Opposition to, and enforcement of, apartheid
 - The African National Congress (ANC) and the Pan Africanist Congress (PAC)
 - The Defiance Campaign, 1952, resistance to the pass laws, including women and the anti-pass law march of 1956
 - The Freedom Charter of 1955
 - Government suppression, and the Treason Trials of the late 1950s

2.2 How did resistance grow in South Africa and how did the authorities respond in the period 1960–77?

- The development of resistance inside South Africa
 - The ANC, the PAC
 - The Year of the Pass, 1960
 - Sharpeville and Langa
 - Mandela and Umkhonto we Sizwe
 - The Rivonia Trial
 - Biko, the South African Student Organisation (SASO) and Black Consciousness Movement (BCM)
 - The Soweto uprising
- The impact of international opposition
 - International reaction to Sharpeville
 - The activities of the Anti-Apartheid Movement
 - Divisions in the United Nations (UN) and the international community over sanctions
 - UN embargo on arms, 1977
 - Political changes in southern Africa
 - The Organisation of African Unity's (OAU) support for the ANC and the PAC, including military bases
- The National Party in power: separate development and expansion of the Bantustans
 - Verwoerd and Vorster and separate development: the Bantu Self-Government Act 1959, the strengthening of the Bantustans
 - Bantustans and independence
 - Life in the Bantustans
- The National Party in power: its reaction to resistance
 - The government's reaction to Sharpeville: the state of emergency, banning of the ANC and the PAC
 - Vorster's use of police powers and defence forces
 - The persecution of Biko and leaders of the BCM
 - The government reaction to Soweto

2.3 Why did apartheid and minority rule in South Africa come to an end, 1978–94?

- Botha: resistance, reform and suppression, 1978–89
 - Problems facing Botha including the townships, the United Democratic Front (UDF) and continuing resistance, economic difficulties, and newly independent southern African states
 - Botha's Total Strategy: reform and repression, the state of emergency
- FW de Klerk – a new approach: the dismantling of apartheid
 - School boycotts and township unrest
 - De Klerk's reforms
 - The roles of de Klerk, Mandela and other leaders in ending apartheid
 - Continuing violence: the Third Force, white extremists, the Inkatha Freedom Party
- The 1994 election and majority rule
 - Negotiations for a new constitution and transition to majority rule, 1992–93
 - The election campaigns and results
 - The formation of the new government

2.4 How was the ending of white minority rule in Zimbabwe achieved in the period 1965–80?

- The Declaration of Independence, 1965
 - Demands by the Rhodesian government for independence
 - Talks between Wilson and Smith and their disagreements
 - The Unilateral Declaration of Independence (UDI) and the reactions of the Rhodesian people and Britain
- The Civil War, 1964–79
 - The aims and methods of the Rhodesian government
 - Zimbabwe African People's Union (ZAPU), the Zimbabwe People's Revolutionary Army (ZIPRA) and Nkomo
 - Zimbabwe African National Union (ZANU), the Zimbabwe African National Liberation Army (ZANLA) and Mugabe
 - The nature of the fighting
- The Internal Settlement and the ending of white minority rule
 - Reasons why Smith agreed to the Internal Settlement
 - The multiracial elections and the new government under Muzorewa
 - Rejection by the British government and ZAPU and ZANU
- The Lancaster House Agreement, 1979 and a final settlement
 - Reasons why the fighting ended
 - Negotiations in London, 1979
 - The Lancaster House Agreement
 - The 1980 elections
 - Formation of a new government headed by Mugabe

3 The route to independence: Malaysia and Indonesia, c.1909–67

3.1 How widespread was the growth of nationalism and hostility to colonial rule in Malaya in the period up to 1945?

- The nature of colonial rule, including
 - Reasons why Britain gained protection of the Unfederated Malay States, including
 - The Bangkok Treaty, 1909 and its importance
 - Divide and rule
 - Immigration and the polarisation of society
 - Sir Cecil Clementi and the failure of Malayanisation
- The growth of nationalism, including
 - Kesatuan Melayu Muda (KMM)
 - Opposition from English-educated Malays
 - Kaum Muda
 - Malayan associations and clubs
- Impact of Japanese government on Malaya
 - Treatment of the different races
 - Malayan Military Administration (MMA)
 - The growth of resistance movements, including
 - Malayan People's Anti-Japanese Army (MPAJA)
- Increasing hostility during the Japanese occupation
 - Contribution of the Japanese to the growth of nationalism
 - The ambitions of the MPAJA
 - The role of Kesatuan Melayu Muda (KMM)
 - Pembela Tanah Air (PETA)
 - Kesatuan Rakyat Indonesia Semenanjung (KRIS)

3.2 What factors led to the formation of Malaysia?

- Re-establishing British rule after the defeat of Japan, including
 - Failure to form the Malayan Union
 - The role of Data Onn bin Jaafar and the United Malays National Organisation (UMNO)
 - The formation of the Federation of Malaya, 1948
 - Non-Malay opposition to the Federation, including
 - The Pan-Malayan Council of Joint Action (PMCJA)
 - Pusat Tenaga Rakyat (PUTERA)
- The Emergency, including
 - The role of Lai Teck and Chin Peng
 - The communist terror, 1948–49
 - Britain's reaction to the Emergency and reasons for its success, including
 - The Briggs Plan
 - The role of General Sir Gerald Templar

continued

3.2 What factors led to the formation of Malaysia? continued

- The growth of political parties and the election of 1955, including
 - UMNO
 - The Malayan Chinese Association (MCA)
 - The Malayan Indian Congress (MIC)
 - The UMNO-MCA Alliance
- The formation of Malaysia, including
 - Britain's role in granting independence to Malaya, including
 - The Reid Commission
 - The Merdeka Constitution
 - The support of Tunku Abdul Rahman
 - Political, economic and cultural reasons for Singapore's merger with Malaya
 - The Constitution of the Federation of Malaysia, including
 - Political and economic differences that led to Singapore separating from Malaya

3.3 In what ways, and for what reasons, did the nationalist movement develop in Indonesia up to 1945?

- The nature of colonial rule and effects of foreign influence
 - Impacts of the Ethical Policy and the Volksraad
 - Domination of trade by Chinese merchants
 - Impacts of language and religion
 - Impact of westernised education
- The growth of nationalism, including
 - Formation and aims of different nationalist parties, including
 - Partai Komunis Indonesia (PKI)
 - Partai Nasional Indonesia (PNI)
 - Partai Indonesia (Partindo) and Gerindo
 - Club Pendidikan Nasional Indonesia
 - Leadership of Sukarno, Hatta and Sartono
 - The Soetardjo Petition, 1936
 - Formation and aims of Gabungan Politik Indonesia (Gapi), 1939
- Economic and social effects of Japanese occupation, including
 - Impact of joining the Greater East Asia Co-Prosperity Sphere
 - Impact of conscription
 - Changes to the administration
 - Formation of the Triple A movement
- Reasons for and methods used by Japan to encourage nationalism, including
 - Anti-western sentiment and support of Indonesians for the war effort
 - Promises of self-government
 - Formation and importance of
 - Pusat Tenaga Rakyat (Putera)
 - Sukarela Tentera Pembela Tanah Air (Peta)
 - Formation and importance of underground resistance

3.4 What factors led to the formation of Indonesia and what challenges did it face up to by the mid-1960s?

- Attempts to secure Indonesian independence by the Japanese
 - 1944 Preparatory Committee for Indonesian Independence
 - Role of nationalist leaders including Sukarno and Hatta
 - Student protest
 - Sukarno's five principles (Pancasila)
 - The Indonesian Revolution and reasons for the failure of the Dutch to re-establish control
 - Reactions to the declaration of independence, August 1945
 - Re-occupation, peace talks and the attempted coup, 1946
 - Reasons for the failure of the Linggadjati Agreement
 - Impact of the involvement of the United Nations and the USA
 - Challenges facing the newly independent Republic of Indonesia in the 1950s, including
 - Political challenges: debates about the Constitution and form of government
 - Leadership of Sukarno
 - Economic problems
 - Social issues
 - Key events and reasons for the transition to the New Order under Suharto
 - Impact of the Konfrontasi with Malaysia in 1963
 - 30 September Movement
 - Purge of communists and KAMI demonstration
 - Order of Eleventh March (Supersemar)
-

4 Details of the assessment

Candidates take Papers 1, 2, 3 and 4.

Paper 1 Historical sources

Written paper, 1 hour 15 minutes, 40 marks

Candidates answer **one** question on the following:

- International history, 1870–1939.

The topics will rotate year-on-year. Please refer to the instructions on page 22 to check which topics are assessed in each year.

Each question has four sources with a range of types of sources, including at least three written sources and up to one visual source. The visual source could, for example, be a cartoon, a photograph or a poster.

The word count for the four sources in each question is a maximum of 600 words.

The question is worth 40 marks and is divided into two parts:

- Part (a) 15 marks requiring candidates to comment on similarities and differences between two of the sources in relation to a given topic.
- Part (b) 25 marks requiring candidates to use all four sources and their knowledge of the period to address how far the sources support a given statement.

Candidates must answer both parts of the chosen question.

Paper 1 tests the following assessment objectives:

- AO1 Historical knowledge: 25%
- AO3 Historical sources: 75%

Part (a) questions

Part (a) questions are worth 15 marks. For example:

Read Sources **A** and **B**. Compare these two sources as evidence about German attitudes to the acquisition of colonies.

Part (a) questions are focused on a comparison between two of the sources. It requires candidates to compare the two sources to show similarities and differences with support from the sources, and to use contextual understanding and/or source evaluation to explain why these similarities/differences exist.

The command word 'Compare' is used for Part (a) questions. Candidates need to identify/comment on similarities and differences.

Candidates need to comment on **both** the similarities **and** differences.

Part (a) questions are marked using the Paper 1 Table A marking grid published in the specimen Paper 1 mark scheme which accompanies the syllabus. This is available on the syllabus page at **www.cambridgeinternational.org/9982** and our School Support Hub.

The Paper 1 Table A marking grid should be read in conjunction with the indicative content for each Part (a) 15-mark question in the mark scheme.

Part (b) questions

Part (b) questions are worth 25 marks.

Part (b) questions ask candidates to use all the four sources and their knowledge of the period to address 'how far' the sources support a given statement. For example:

Read **all** the sources. 'European powers wanted to benefit the native populations.' How far do the sources support this view?

Part (b) questions use the command phrases 'How far do the sources support/agree with this view? / To what extent do the sources support/agree with this view?' and 'How far do the sources agree...?' Candidates need to consider how the sources both support and challenge the statement, providing evidence for both sides of the argument. The 'how far/extent' element of the question also needs to be addressed through consideration of the extent of the support and challenge.

Candidates need to explain how they are linking their response and arguments to the given statement/question.

Answers should not describe the content of the sources, but rather should construct an argument that considers both the given and alternative perspectives in response to the question.

Part (b) questions are marked using the Paper 1 Table B marking grid published in the specimen Paper 1 mark scheme which accompanies the syllabus. This is available on the syllabus page at **www.cambridgeinternational.org/9982** and our School Support Hub.

The Paper 1 Table B marking grid should be read in conjunction with the indicative content for each Part (b) 25-mark question in the mark scheme.

Paper 2 Outline study

Written paper, 1 hour 45 minutes, 60 marks

Candidates answer **two** questions. Candidates answer all the parts of the chosen questions.

Questions are based on the subject content for Paper 2.

- International history, 1870–1939.

The topics will rotate year-on-year. Please refer to the instructions on page 22 to check which topics are assessed in each year.

Each question is worth 30 marks and is divided into two parts:

- Part (a) 10 marks requiring explanation/connection between historical causes.
- Part (b) 20 marks requiring explanation of the given and alternative perspectives and a comparative judgement.

Candidates must answer **both** the (a) and (b) parts of the questions.

Paper 2 tests the following assessment objectives:

- AO1 Historical knowledge: 50%
- AO2 Historical explanation, analysis and judgement: 50%

Part (a) questions

Part (a) questions are worth 10 marks. For example:

Explain why the League of Nations was involved in a dispute over the Aaland Islands in 1921.

Part (a) questions require candidates to provide causal explanations of the event/action/outcome given in the question.

Candidates are required to state factors and then provide explanations of how these led to the given event/action/outcome. This explanation should be supported by specific and relevant information.

The command phrase 'Explain why' is used for Part (a) questions. Candidates need to set out purposes or reasons / make the relationships between things clear / say why and support with relevant evidence.

Part (a) questions are marked using the Paper 2 Table A marking grid published in the specimen Paper 2 mark scheme which accompanies the syllabus. This is available on the syllabus page at www.cambridgeinternational.org/9982 and our School Support Hub.

The Paper 2 Table A marking grid should be read in conjunction with the indicative content for each Part (a) 10-mark question in the mark scheme.

Part (b) questions

Part (b) questions are worth 20 marks. For example:

To what extent did the invasion of Abyssinia indicate a major change in Mussolini's foreign policy in the 1930s?

Part (b) questions require candidates to provide an argument that considers both the perspective given in the question and alternative perspectives, analysing why one might be stronger than the other.

Part (b) questions use the command phrases:

- 'To what extent ...?' Candidates need to explain the perspective stated in the question before explaining alternative perspectives for the given issue. The extent of the agreement and disagreement should also be addressed.
- 'How far do you agree / To what extent do you agree with this view?' Candidates need to explain why they agree with the given statement before considering other perspectives providing alternative views. 'How far' / 'To what extent' also needs to be addressed through consideration of the extent of the agreement and disagreement.
- 'How far was ... successful/unsuccessful?' Candidates need to explain why they agree with the given statement before providing alternative perspectives. Candidates will also need to address the extent of success or unsuccessfulness.
- 'How far was ... the key factor/the main reason ...?' Candidates need to explain the impact that the given reason had on the stated event before considering alternative perspectives. The extent of the impact of the perspectives should also be addressed.
- 'How successful/how important was ...?' Candidates should explain the success or importance of the factor stated in the question before considering alternative perspectives. The extent of the success/ importance of the different perspectives should also be addressed.

Part (b) questions are marked using the Paper 2 Table B marking grid published in the specimen Paper 2 mark scheme which accompanies the syllabus. This is available on the syllabus page at **www.cambridgeinternational.org/9982** and our School Support Hub.

The Paper 2 Table B marking grid should be read in conjunction with the indicative content for each Part (b) 20-mark question in the mark scheme.

Paper 3 Historical interpretations

Written paper, 1 hour 15 minutes, 40 marks.

Candidates will answer **one** question from the following topic:

- The Holocaust

One extract of no more than 600 words in length from an historian's writing will be set on each of the topics. The author of the extract will not be identified, nor will candidates be asked to identify the author.

There will be one question worth 40 marks. For example:

What can you learn from this extract about the interpretation and approach of the historian who wrote it? Use the extract and your knowledge of the Holocaust to explain your answer.

Paper 3 tests the following assessment objectives:

- AO1 Historical knowledge: 50%
- AO4 Historical interpretations: 50%

The focus of the assessment is on the ability to analyse and evaluate how aspects of the past have been interpreted and represented (AO4), but to do this effectively candidates will need knowledge and understanding of the events and developments included in the topic (AO1).

In the context of this question paper, the meaning of interpretation is what can be inferred from the extract about the nature of the historian's claims and conclusions.

The approach is what the historian brings to their study of the topic: what they are interested in, the questions they ask and how these reflect their own ideology and beliefs.

Interpretation and approach are closely interrelated. No distinction between interpretation and approach is required, as the interpretation will emerge from the approach. Candidates are not required to distinguish between the two.

Historical knowledge should be used to support the consideration of interpretation and approach. The historical knowledge should be accurate, detailed and relevant.

Responses should consider the interpretation as a whole rather than engaging with elements contained within the interpretation which can be considered to be sub-messages.

Paper 3 questions use the command phrase 'What can you learn ...'. Candidates should use their knowledge of the period to analyse and explain the Historian's interpretation and approach.

The questions are marked using the Paper 3 marking grids published in the specimen Paper 3 mark scheme which accompanies the syllabus. This is available on the syllabus page at www.cambridgeinternational.org/9982 and our School Support Hub.

The Paper 3 marking grids should be read in conjunction with the indicative content for each 40-mark question in the mark scheme.

Paper 4 Depth study

Written paper, 1 hour 45 minutes, 60 marks

Candidates will answer **two** questions from the following:

- International history, 1909–94

Questions are based on the subject content for Paper 4.

Paper 4 tests the following assessment objectives:

- AO1 Historical knowledge: 50%
- AO2 Historical explanation, analysis and judgement: 50%

Each question will be worth 30 marks. For example:

Evaluate the reasons for the failure of Botha's Total Strategy in South Africa.

Paper 4 questions require candidates to provide a balanced analysis of the issue in the question by considering a range of reasons/arguments/points. They should establish valid criteria for assessment and use appropriately selected and precise historical knowledge to support the argument being made.

Some questions will require a consideration of alternative views, whilst others may require an analysis of a range of reasons to reach a conclusion. Answers should include a consideration of the extent or significance of the issue in the question.

Paper 4 questions use the command words 'Assess' and 'Evaluate'.

'Assess' – make an informed judgement

'Evaluate' – judge or calculate the quality, importance, amount, or value of something

Paper 4 questions are marked using the Paper 4 marking grids published in the specimen Paper 4 mark scheme which accompanies the syllabus. This is available on the syllabus page at www.cambridgeinternational.org/9982 and our School Support Hub.

The Paper 4 marking grids should be read in conjunction with the indicative content for each 30-mark question in the mark scheme.

Command words

Command words and their meanings help candidates know what is expected from them in the exams. 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
Assess	make an informed judgement
Compare	identify/comment on similarities and/or differences
Evaluate	judge or calculate the quality, importance, amount, or value of something
Explain	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence

The command word 'Compare' is used in the assessment in Paper 1 Part (a) questions. In their responses candidates are required to comment on **both** similarities and differences.

Phrases such as 'How far do the sources support/agree with this view?' / 'To what extent do the sources support/agree with this view?' and 'How far do the sources agree...?' may be used in the assessment in Paper 1 Part (b) questions.

The command word 'Explain' is used in the assessment in Paper 2 Part (a) questions. Explain is followed by why, i.e. 'Explain why...'.

Phrases such as 'To what extent ...?', 'How far do you agree with this view?', 'To what extent do you agree with this view?', 'How far was ... successful/unsuccessful?', 'How far was ... the key factor/the main reason ...?' and 'How successful/how important was ...?' may also be used in the assessment in Paper 2 Part (b) questions.

The command phrase 'What can you learn...' is used in the assessment in Paper 3 questions.

The command words 'Assess' and 'Evaluate' are used in the assessment in Paper 4 questions.

For additional guidance on the use of the command words and phrases in the assessment see the information on Papers 1, 2, 3 and 4 in this Section 4 Details of 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 completed a course in history equivalent to Cambridge IGCSE™ or Cambridge O Level.

Guided learning hours

We design Cambridge International AS & A Level syllabuses to require about 180 guided learning hours for each Cambridge International AS Level and about 360 guided learning hours for a Cambridge International A Level. 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. Find your administrative zone at www.cambridgeinternational.org/adminzone. This syllabus is **not** available in all administrative zones. This syllabus is only available in the United States of America. To find out about availability check the syllabus page at www.cambridgeinternational.org/9982

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

You can enter candidates in the June exam series for AS & A Level and in the November exam series for the AS Level only.

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

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

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

- Cambridge International AS Level US History to 1877 (8101) (US only)
- Cambridge International AS Level US History since 1877 (8102) (US only)
- Cambridge International AS & A Level European History (9981) (US only)
- Cambridge International AS & A Level History (9489) (not available in the US)
- syllabuses with the same title at the same level.

Group awards: Cambridge AICE Diploma

Cambridge AICE Diploma (Advanced International Certificate of Education) is a group award for Cambridge International AS & A Level. It encourages schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge AICE Diploma at www.cambridgeinternational.org/aice

Making entries

Exams officers are responsible for submitting entries. 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 access to 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 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 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 and carrying forward marks

Candidates can retake Cambridge International AS Level and Cambridge International A Level as many times as they want to. Information on retake entries is at www.cambridgeinternational.org/retakes

Candidates can carry forward their Cambridge International AS Level marks from one series to complete their Cambridge International A Level in a following series. The rules, time limits and regulations for carry-forward entries can be found in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at www.cambridgeinternational.org/eoguide

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

Language

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

Accessibility and equality

Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. This is explained in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**

- For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment.
- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. All applications should be made by the deadlines published in section 1.3 of the *Cambridge Handbook* **www.cambridgeinternational.org/eoguide**
- Contact us at the start of the course to find out if we can approve an access 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, b, c, d or e indicate the standard a candidate achieved at Cambridge International AS Level. 'a' is the highest and 'e' is the lowest grade.

Grades A*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge International A Level. A* is the highest and E is the lowest grade.

'Ungraded' means that the candidate's performance did not meet the standard required for the lowest grade (E or e). '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.

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

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

On the statement of results, Cambridge International AS and A Levels are shown as General Certificates of Education Advanced Subsidiary Level and Advanced Level, GCE Advanced Subsidiary Level (GCE AS Level) and GCE Advanced Level (GCE A Level).

On the certificates, Cambridge International AS and A Levels are shown as General Certificate of Education.

School feedback: 'Cambridge International A Levels are the 'gold standard' qualification. They are based on rigorous, academic syllabuses that are accessible to students from a wide range of abilities yet have the capacity to stretch our most able.'

Feedback from: Director of Studies, Auckland Grammar School, New Zealand

How students, teachers and higher education can use the grades

Cambridge International A Level

Assessment at Cambridge International A Level 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.
- 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

Cambridge International AS Level

Assessment at Cambridge International AS Level 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.
- 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
The outcomes help decide whether students part way through a Cambridge International A Level course are making enough progress to continue
The outcomes guide teaching and learning in the next stages of the Cambridge International A Level course.

Changes to this syllabus for 2027, 2028 and 2029

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

You must read the whole syllabus before planning your teaching programme.

Changes to version 2 of the syllabus, published April 2025.

Changes to assessment	<ul style="list-style-type: none">The command phrase ‘How far do the sources agree...?’ has been added to the list of command phrases for the Paper 1 Part (b) questions in Section 4 Details of the assessment in the syllabus.
Other changes	<ul style="list-style-type: none">Small editorial changes have been made to the syllabus document to improve clarity.

Changes to version 1 of the syllabus, published September 2024.

Changes to availability	<p>This is a new syllabus for centres in the United States of America. The content for Papers 1, 2 and 4 is the same as the International option in Cambridge International AS & A Level History 9489. For Paper 3, centres study the Holocaust.</p> <p>For exams in 2027, there are changes to version 1 of the syllabus for 9489 published in 2023. These changes are outlined below.</p> <p>This syllabus cannot be taken alongside the following syllabuses in a single exam series:</p> <ul style="list-style-type: none">8101 AS Level US History to 18778102 AS Level US History since 18779981 AS & A Level European History9489 AS & A Level History (not available in the US) <p>The last assessment of the Cambridge International AS & A Level History (9489) syllabus in the United States is November 2026.</p>
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Changes to syllabus content

If you are currently teaching the International option of 9489, the following changes have been made for exams in 2027.

Some topics have been removed, some topics have been introduced and some topics have been adapted and restructured. The following gives a high level summary of the changes. It is essential that you read the syllabus content to familiarise yourself with the changes. Please note, this is not an exhaustive list of changes.

- All topics have been revised and exemplified, with minor changes made to key questions, date ranges and content.
- All content has been exemplified to give clarity and further detail to assist teaching.

The following topics have been removed and will not be examined in 2027.

AS Level Papers 1 and 2:

- China and Japan, 1912–45

A Level Paper 4:

- The content of Paper 4 has been revised throughout. Some of the existing content has been retained and reorganised in the new topics introduced (see below). Topics removed:
 - US–Soviet relations during the Cold War, 1950–91
 - Decolonisation, the Cold War and the UN in Sub-Saharan Africa, 1950–92
 - The spread of communism in East and Southeast Asia, 1945–91
 - Conflict in the Middle East, 1948–91

The following topics are introduced for first exams in 2027.

A Level Paper 4:

- The Soviet Empire in Eastern Europe, 1953–91
- End of minority rule in South Africa and Zimbabwe, 1948–94
- The route to independence: Malaysia and Indonesia, 1909–67

Overview of changes to AS Level Papers 1 and 2:

- Imperialism and the emergence of world powers, c.1870–1918 – the key questions have been amended and there are minor content changes.
 - International relations, 1919–29: conflict and cooperation – the key questions have been amended and there are minor content changes.
 - International history, 1929–39: the rise of extremism and the road to war – there have been minor amendments to the content.
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Changes to syllabus content continued	Overview of changes to A Level: Paper 3: there have been no changes to the content for Paper 3. Paper 4 International history, 1909–94 <ul style="list-style-type: none"> • In the International option, there has been considerable change. All the topics are new, although there is some overlap, as indicated below: <ul style="list-style-type: none"> – New topic: The Soviet Empire in Eastern Europe, 1953–91 includes some content from the previous topic: US–Soviet relations during the Cold War, 1950–91 – New topic: End of minority rule in South Africa and Zimbabwe, 1948–94 – New topic: The route to independence: Malaysia and Indonesia, c.1909–67
Changes to assessment (including changes to specimen paper)	If you are currently teaching the International option of 9489, the following changes have been made for exams in 2027. <ul style="list-style-type: none"> • At AS Level, the number of topics has been reduced from four to three. Candidates are assessed on one topic for Paper 1 Historical Sources (see Rotation of Topics) and the remaining two topics are assessed in Paper 2 Outline Study. The structure of the papers remains the same. • At A Level, in Paper 4 the number of topics has been reduced from four to three. Candidates answer two questions from a choice of three on one of the options. • The marking grids have been updated to help teachers better understand what examiners are looking for in candidate responses. • There are no other changes to the assessment.

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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

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