

# SYLLABUS

**Cambridge IGCSE<sup>®</sup>**  
**American History (US)**  
**0409**

For examination in June and November 2017

**This syllabus is available only to Centers participating in the  
NCEE Excellence for All initiative in the USA.**

**If you have any questions about this syllabus, please contact Cambridge at  
[info@cie.org.uk](mailto:info@cie.org.uk) quoting syllabus code 0409.**

### Changes to syllabus for 2017

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

**You are advised to read the whole syllabus before planning your teaching program.**

### Note

**Please read the *Cambridge Glossary* alongside this syllabus. This is available from our website. Administration materials appear in UK English and are standard for all our international customers.**

Cambridge International Examinations retains the copyright on all its publications. Registered Centers are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centers to photocopy any material that is acknowledged to a third party even for internal use within a Center.

® IGCSE is the registered trademark of Cambridge International Examinations

© Cambridge International Examinations 2015

---

# Contents

---

1. Introduction .....	2
1.1 Why Choose Cambridge?	
1.2 Why Choose Cambridge IGCSE?	
1.3 Why Choose Cambridge IGCSE American History?	
1.4 Cambridge ICE (International Certificate of Education)	
1.5 How Can I Find Out More?	
2. Teacher Support .....	5
2.1 Support Materials	
2.2 Resource Lists	
2.3 Training	
3. Curriculum Content at a Glance.....	6
4. Assessment at a Glance.....	7
5. Syllabus Goals and Assessment Objectives.....	8
5.1 Goals	
5.2 Assessment Objectives	
5.3 Assessment Components	
5.4 Grade Descriptions	
6. Curriculum Content .....	12
7. Coursework Guidance for Centers .....	23
7.1 Guidance on Coursework Tasks	
7.2 The Nature and Setting of Coursework	
8. Marking Coursework .....	26
8.1 Marking Criteria for Coursework	
8.2 Notes on Moderation	
8.3 Forms	
9. Appendix.....	29
10. Additional Information .....	31

---

# 1. Introduction

---

## 1.1 Why Choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our international qualifications are recognized by the world's best universities and employers, giving students a wide range of options in their education and career. As a non-profit organization, we devote our resources to delivering high-quality educational programs that can unlock students' potential.

Our programs set the global standard for international education. They are created by subject experts, are rooted in academic rigor, and provide a strong platform for progression to employment or to other qualifications. Over 10,000 schools in 160 countries work with us to prepare nearly a million students for their future with an international education from Cambridge.

### Cambridge Students

Cambridge programs and qualifications develop not only subject knowledge but also skills. We encourage Cambridge students to be:

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

### Recognition

Cambridge IGCSE is recognized by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher-level studies. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Support for Teachers

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

### Support for Exams Officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

Our systems for managing the provision of international qualifications and education programs for students aged 5 to 19 are certified as meeting the internationally recognized standard for quality management, ISO 9001:2008. Learn more at [www.cie.org.uk/ISO9001](http://www.cie.org.uk/ISO9001)

## 1.2 Why Choose Cambridge IGCSE?

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

Our goal is to balance knowledge, understanding, and skills in our programs and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

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

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programs, such as the US Advanced Placement program and the International Baccalaureate Diploma program. Learn more about Cambridge IGCSEs at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

### Guided Learning Hours

Cambridge IGCSE syllabi are designed with the assumption that candidates have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the candidates' prior experience with the subject.

## 1.3 Why Choose Cambridge IGCSE American History?

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 U.S.A. from the mid-18th century to the start of the 21st century. In doing so, it develops 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 local 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.

### Prerequisites

We recommend that candidates who are beginning this course should have previously studied some history.

### Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment or to proceed to further qualifications.

Candidates who are awarded grades C to A\* in Cambridge IGCSE American History are well prepared to follow courses leading to Cambridge International AS and A Level History, or the equivalent.

## 1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognizing the achievements of candidates who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at [www.cie.org.uk/cambridgesecondary2](http://www.cie.org.uk/cambridgesecondary2)

## 1.5 How Can I Find Out More?

### If You Are Already a Cambridge School

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

### If You Are Not Yet a Cambridge School

Learn about the benefits of becoming a Cambridge school at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organization can register to become a Cambridge school.

---

## 2. Teacher Support

---

### 2.1 Support Materials

We send Cambridge syllabi, past question papers, and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at **[www.cie.org.uk/igcse](http://www.cie.org.uk/igcse)** to download current and future syllabi together with specimen papers or past question papers and examiner reports from one series.

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

### 2.2 Resource Lists

We work with publishers providing a range of resources for our syllabi including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists that can be filtered to show all resources, or just those that are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

### 2.3 Training

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

### 3. Curriculum Content at a Glance

There are four themes within the curriculum content, each with Key Questions. Candidates are required to answer questions on any three themes on Component 1: The Making of a Nation 1754–2000 examination paper. The set topics for Component 2: Defining Moments are detailed in Section 5.3: Assessment Components

Theme	Key Questions
1. Governments and the People 1754–2000	<ol style="list-style-type: none"> <li>1. How did Americans develop the U.S. political system during the period from 1754 to 1865?</li> <li>2. To what extent did political turbulence mark the years from 1865 to 1933?</li> <li>3. How effectively did the federal government respond to the challenges it faced from 1933 to 2000?</li> </ol>
2. Who are the Americans?	<ol style="list-style-type: none"> <li>1. How and why did the economic, social, and political status of Native Americans change from 1754 to 2000?</li> <li>2. How and why did the economic, social, and political status of Hispanic and Asian Americans change from ca.1840 to 2000?</li> <li>3. How and why did the economic, social, and political status of African Americans change from 1754 to 2000?</li> <li>4. How did immigration affect the U.S.A. during the years 1860 to 2000?</li> <li>5. To what extent was economic, social, and political change dominated by class-based issues during the period 1877 to 1948?</li> <li>6. To what extent was gender equality achieved during the period 1848 to 2000?</li> </ol>
3. Economic and Social Change 1754–2000	<ol style="list-style-type: none"> <li>1. Why was there a “market revolution” during the years 1754 to 1900?</li> <li>2. To what extent did the Civil War result from economic and social conflicts and differences?</li> <li>3. How did the Progressive Era emerge, and what did it accomplish?</li> <li>4. What were the economic and social changes of the period 1919 to 1941?</li> <li>5. What were the major changes in the U.S. economy from 1941 to 2000?</li> <li>6. How important was religion in the development of society in the U.S.A. from 1800 to 1939?</li> <li>7. How far did U.S. popular culture change from 1920 to ca.1975?</li> </ol>
4. The U.S.A. and the World 1754–2000	<ol style="list-style-type: none"> <li>1. How were the borders of the nation defined by 1853?</li> <li>2. What were the aims of U.S. foreign policy during the period 1820 to 1919?</li> <li>3. How effectively did the U.S.A. promote its international interests during the years 1920 to 1941?</li> <li>4. How did the U.S.A. achieve and sustain its status as a superpower from 1945 to 2000?</li> </ol>

## 4. Assessment at a Glance

All components are mandatory.

Components	Weighting
<p><b>Component 1 The Making of a Nation 1754–2000</b> <span style="float: right;"><b>2 hours</b></span></p> <p><b>Written paper</b></p> <p>This written paper has four sections, one for each theme specified in the curriculum content.</p> <p>There is a choice of two questions on each theme.</p> <p>Candidates must answer <b>three</b> questions, each from a <b>different</b> section.</p> <p>No stimulus material is provided.</p> <p>60 marks</p> <p>Externally marked.</p>	45%
<p><b>Component 2 Defining Moments</b> <span style="float: right;"><b>1 hour 30 minutes</b></span></p> <p><b>Written paper</b></p> <p>Evidence-based inquiries. This written paper has two sections, one for each of the set topics in the curriculum content. Candidates must answer <b>all</b> questions on <b>one</b> topic.</p> <p>Up to seven primary sources will be set for each topic.</p> <p>45 marks</p> <p>Externally marked.</p>	35%
<p><b>Component 3 History Around Us</b></p> <p><b>Coursework</b></p> <p>Candidates produce a research-based essay (1,400–1,600 words).</p> <p>This component is marked by the teacher and moderated by Cambridge.</p> <p>25 marks</p> <p>Internally marked/externally moderated.</p>	20%

### Availability

This syllabus is examined in the June and November series. Candidates who wish to resit the written examinations for components 1 and 2 in the November series carry forward their coursework mark from component 3.

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

### Combining This with Other Syllabi

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, including 0416 Cambridge IGCSE History (US). Candidates cannot combine this syllabus with any other syllabus with History in the title at the same level.

Candidates taking both 0416 Cambridge IGCSE History (US) and 0409 Cambridge American History (US) should not study 0416 Depth Study D: The U.S.A., 1919–41.

Please note that Cambridge IGCSE and Cambridge O Level syllabi are at the same level. Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

## 5. Syllabus Goals and Assessment Objectives

### 5.1 Goals

The goals of Cambridge IGCSE American History 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.

The goals are not listed in order of priority.

### 5.2 Assessment Objectives

There are four assessment objectives (AOs) in Cambridge IGCSE American History. Candidates must demonstrate the following:

<b>AO1</b>	<ul style="list-style-type: none"> <li>• an ability to recall, select, organize, and deploy knowledge of the syllabus content</li> </ul>
<b>AO2</b>	<ul style="list-style-type: none"> <li>• an understanding of the past through explanation, analysis, and substantiated judgments of               <ul style="list-style-type: none"> <li>– change and continuity, cause and consequence, similarity and difference, historical significance</li> <li>– the motives, emotions, intentions, and beliefs of people in the past</li> </ul> </li> </ul>
<b>AO3</b>	<ul style="list-style-type: none"> <li>• an ability to understand, analyze, evaluate, and use critically a range of sources as evidence, in their historical context</li> </ul>
<b>AO4</b>	<ul style="list-style-type: none"> <li>• an ability to               <ul style="list-style-type: none"> <li>– use critically a range of sources to generate an interpretation of the significance of a site or object in its historical context</li> <li>– provide appropriate acknowledgment of sources.</li> </ul> </li> </ul>

	Component 1 (marks)	Component 2 (marks)	Component 3 (marks)	Whole assessment (%)
AO1	30	10	0	31%
AO2	30	10	10	38%
AO3	0	25	0	19%
AO4	0	0	15	12%

The ability to communicate accurately, appropriately, concisely, and effectively underpins all Assessment Objectives and is not assessed separately.

## 5.3 Assessment Components

### Component 1: The Making of a Nation 1754–2000

This component is based on the four main themes of the curriculum content detailed in Section 6. The paper is divided into four sections, one for each theme. Each section has two questions. **Three** questions must be answered, each from a **different** section. In each section, one question will always focus on an earlier part of the period of study (1754–ca. 1900) and the other will focus on a later part (ca. 1900–2000).

Each question will contain three sub-questions, one of which will always be a full essay. No stimulus material will be provided. Candidates may use knowledge and understanding as appropriate from one or more themes to answer any question.

### Component 2: Defining Moments

This component involves historical inquiry in depth using original sources.

The written paper has two sections, each based on one set topic drawn from the curriculum content. Candidates answer **all** the questions on **one** topic. A number of primary sources (up to 7) will be provided for each set topic. The time allowed for the examination includes sufficient time to read the sources and questions for **one** topic.

One topic will always focus on an earlier part of the period of study (1754–ca. 1900) and the other will focus on a later part (ca. 1900–2000).

The set topics cover shorter time periods and focus on people, events, issues, and ideas that have shaped the U.S.A.

Set topics for Paper 2 will **not** appear in questions set on Paper 1.

Teaching and learning should focus on:

- developing skills in critical analysis of evidence
- enabling appreciation of the nature, origin, and purpose of different types of evidence available for the set topic
- assessing the strengths and weaknesses of different types of evidence available for the set topic.

#### Set Topics

The set topics are changed each year. Please ensure you refer to the syllabus booklet for the correct year of examination. The set topics are always the same for the June and November series in any given year.

The scope of each set topic is defined in the curriculum content.

**We recommend that you teach and study only one topic.**

Examination	Set Topic 1	Set Topic 2
2017 (June and November)	The Revolutionary War, 1775–83	The New Deal, 1933–39

The 2017 Set Topics are relevant to the following areas of the syllabus.

Set Topic 1	Set Topic 2
Theme 4, Key Question 1	Theme 3, Key Question 4
Parts of Theme 2, Key Question 1	Parts of Theme 1, Key Question 3

### Component 3: History Around Us

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

The class teacher selects the site or object for the entire class to investigate individually. The emphasis should be on an ordinary site or object so its significance will be local/regional. There is no requirement to select somewhere of national significance. 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.

Candidates submit their research in the form of a single word-processed essay of 1,400–1,600 words (work beyond the 1,600 word limit will be excluded from the assessment).

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

As part of the coursework, candidates should evaluate the limitations of their study, identifying aspects for further research and explaining how further research would advance our historical understanding of the site or object.

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

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

Further information regarding Component 3: History Around Us can be found in Section 7: Coursework Guidance for Centers.

## 5.4 Grade Descriptions

### Grade A

To achieve a Grade A, a candidate will be able to:

- accurately recall, select, and deploy relevant historical knowledge to support a coherent and logical argument
- communicate in a clear and coherent manner using appropriate historical terminology
- demonstrate an understanding of the complexity of historical concepts
- distinguish clearly between cause and consequence, change and continuity, and similarity and difference, by selectively deploying accurate and relevant historical evidence
- show an understanding of individuals and societies in the past
- understand the importance of trying to establish motives
- interpret and evaluate a wide range of historical sources and their use as evidence
- identify precisely the limitations of particular sources
- compare and contrast a range of sources and draw clear, logical conclusions.

### Grade C

To achieve a Grade C, a candidate will be able to:

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

### Grade F

To achieve a Grade F, a candidate will be able to:

- recall a limited amount of accurate and relevant historical knowledge
- use simple historical terminology and communicate in an understandable form
- demonstrate a basic understanding of the historical concepts of causation, change, and continuity, and similarity and difference
- display knowledge of the perspectives of other people, based on specific examples of situations and events
- interpret and evaluate historical sources and their use as evidence in a limited way
- make comparisons between pieces of evidence without drawing conclusions.

---

## 6. Curriculum Content

---

The syllabus allows candidates to develop a coherent understanding of the history of the U.S.A. Coherence will be achieved within each paper as well as across the course as a whole.

The curriculum content provides for historical study in breadth from a variety of perspectives. It gives candidates the opportunity to:

- understand key issues, ideas, people, and events that shaped the emergence and development of the U.S.A., understand connections between them, and understand their significance
- develop a clear grasp of chronology and periodization.

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
- connections between different themes.

The curriculum consists of four main **themes**. Each theme is structured around a series of key questions, focus points, and specified content. For each theme, candidates must study all of the key questions, focus points, and specified content.

- **Key questions** define the over-arching issues of that part of the syllabus 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.

The Key Questions and Focus Points encourage an issues-based and investigative approach to delivery rather than through the coverage of a block of content.

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.

## Theme 1: Government and the People 1754–2000

Key Question	Focus Points	Specified Content
<b>Key Question 1:</b> <b>How did Americans develop the U.S. political system during the period from 1754 to 1865?</b>	<ul style="list-style-type: none"> <li>• Why did relations between the British and the colonists deteriorate before 1776?</li> <li>• How was the Constitution created?</li> <li>• How and to what extent did the political system move toward democracy?</li> <li>• How important was the principle of States Rights before 1861?</li> <li>• What explains the outcomes of the Civil War?</li> </ul>	<ul style="list-style-type: none"> <li>• Response of the colonists to British rule 1754–76</li> <li>• The creation of the Constitution and the Bill of Rights</li> <li>• The presidency and political parties before 1850               <ul style="list-style-type: none"> <li>– Federalists, Democrats and Whigs</li> <li>– Jacksonian Democracy</li> </ul> </li> <li>• The debate over slavery and abolition before 1861</li> <li>• The election of Lincoln and secession 1860–61</li> <li>• The Civil War               <ul style="list-style-type: none"> <li>– political and military leadership</li> <li>– military events</li> </ul> </li> </ul>
<b>Key Question 2:</b> <b>To what extent did political turbulence mark the years from 1865 to 1933?</b>	<ul style="list-style-type: none"> <li>• Why did new political groupings emerge in the late 19th century?</li> <li>• To what extent was the nation reunited after the Civil War?</li> <li>• How limited was the influence of presidents before 1916?</li> <li>• How far were administrations complacent during the years 1921–1933?</li> </ul>	<ul style="list-style-type: none"> <li>• Reconstruction 1865–77</li> <li>• Populism 1867–96</li> <li>• The strength of Congress</li> <li>• Party bosses and internal political divisions</li> <li>• “Normalcy” in the 1920s</li> <li>• The response of government to the Wall Street Crash 1929</li> </ul>
<b>Key Question 3:</b> <b>How effectively did the federal government respond to the challenges it faced from 1933 to 2000?</b>	<ul style="list-style-type: none"> <li>• How authoritarian was government during the years 1933–1954?</li> <li>• How extensive were the reform programs of the 1960s?</li> <li>• How far has the power and prestige of the presidency been eroded since 1969?</li> </ul>	<ul style="list-style-type: none"> <li>• The constitutional aspects of the New Deal</li> <li>• Government in wartime 1941–45</li> <li>• McCarthyism 1950–54</li> <li>• Kennedy’s “New Frontier” 1961–63</li> <li>• Johnson’s “Great Society” 1963–69</li> <li>• The Watergate Scandal 1972–74</li> <li>• Iran-Contra Affair</li> <li>• The 2000 election</li> <li>• Relations between the presidency and Congress</li> </ul>

## Theme 2: Who Are Americans?

Key Question	Focus Points	Specified Content
<p><b>Key Question 1:</b>  <b>How and why did the economic, social, and political status of Native Americans change from 1754 to 2000?</b></p>	<ul style="list-style-type: none"> <li>• How far did the economic, social, and political status of Native Americans change from 1754 to ca.1850?</li> <li>• How far were the Plains/Indian Wars (1864–90) a turning point in the fortunes of Native Americans?</li> <li>• To what extent was the policy of assimilation a success before 1945?</li> <li>• Why did Native Americans form the Red Power Movement in the 1960s? How successful was Red Power in achieving its aims?</li> </ul>	<ul style="list-style-type: none"> <li>• Tecumseh’s Confederacy</li> <li>• Andrew Jackson and Indian Removal 1830</li> <li>• Main conflicts of the Indian Wars: Sand Creek Massacre 1864, Red River War 1874–75, Battle of the Little Bighorn 1876, Wounded Knee 1890</li> <li>• Reservations and the Dawes Act 1887</li> <li>• Native American issues 1918–48 <ul style="list-style-type: none"> <li>– The struggle for voting rights for Native Americans</li> <li>– The Indian New Deal</li> </ul> </li> <li>• The American Indian Movement, the Red Power Movement, changes in the law from the 1960s</li> </ul>
<p><b>Key Question 2:</b>  <b>How and why did the economic, social, and political status of Hispanic and Asian Americans change from ca.1840 to 2000?</b></p>	<ul style="list-style-type: none"> <li>• Who are Hispanic and Asian Americans?</li> <li>• Why did the migration of Hispanic Americans increase from the mid-19th century?</li> <li>• Why did the economic, social, and political status of Hispanic Americans fluctuate from 1848 to 2000?</li> <li>• Why did the immigration of Asian Americans ebb and flow from after the Civil War to 2000?</li> <li>• How did the economic, social, and political status of Asian Americans fluctuate from 1914 to 2000?</li> </ul>	<ul style="list-style-type: none"> <li>• The Treaty of Guadalupe Hidalgo 1848</li> <li>• The free movement of Mexican workers across borders 1850–1910</li> <li>• Opposition to Japanese immigrants, the Asiatic Exclusion League 1905, the Gentlemen’s Agreement 1907</li> <li>• Japanese Americans, internment during the Second World War</li> <li>• The Bracero Program, Mexican and Puerto Rican migrations to the North in the 1940s and 1950s</li> <li>• The Zoot Suit Riots 1940s</li> <li>• Japanese American Citizens League</li> <li>• The United Farm Workers</li> <li>• Cuban immigrants 1959–80</li> </ul>

Key Question	Focus Points	Specified Content
<p><b>Key Question 3:</b>  <b>How and why did the economic, social, and political status of African Americans change from 1754 to 2000?</b></p>	<ul style="list-style-type: none"> <li>• What impact did slavery have on the lives of African Americans before 1865?</li> <li>• How far did Reconstruction improve the lives of African Americans?</li> <li>• How far were the political rights of African Americans changed after the Civil War?</li> <li>• What was the role of African American leaders and pressure groups in moves toward improving the economic, social, and political status of African Americans from 1877 to 1945?</li> <li>• How and with what success did the civil rights movement gain momentum after 1945?</li> </ul>	<ul style="list-style-type: none"> <li>• The Freedmen’s Bureau, the Black Codes, the 13th, 14th, and 15th Amendments to the Constitution, the Ku Klux Klan, the Enforcement Acts <ul style="list-style-type: none"> <li>– The “Slaughter House Cases” 1873</li> <li>– the 1876 compromise, Jim Crow laws, <i>Plessy v. Ferguson</i> 1896, <i>The Birth of a Nation</i></li> </ul> </li> <li>• Booker T. Washington and the Tuskegee Institute</li> <li>• William Du Bois and the NAACP</li> <li>• The Great Migration</li> <li>• The Harlem Renaissance</li> <li>• The end of Jim Crow laws 1955–65</li> <li>• The rise of radical Black activism</li> </ul>
<p><b>Key Question 4:</b>  <b>How did immigration affect the U.S.A. during the years 1860 to 2000?</b></p>	<ul style="list-style-type: none"> <li>• How did immigration affect the ethnic composition of the U.S.A. before 1914?</li> <li>• How did immigration affect the labor market from 1860 to 1939?</li> <li>• How did patterns of immigration change?</li> <li>• How did immigration affect the religious composition of the U.S.A. from 1860 to 2000?</li> </ul>	<ul style="list-style-type: none"> <li>• The Homestead Act 1862 and immigration from Europe, the importance of steamships by the late 1800s</li> <li>• Immigration from Central, Southern, and Eastern Europe</li> <li>• Immigrants from Asia: Chinese workers and the railroads 1880s, restrictions on Chinese immigrants 1882–1943, Japanese workers and sugar plantations (Hawaii) and fruit and vegetable farms (California)</li> <li>• Immigration from Mexico: the Newlands National Reclamation Act 1902, influence of the Mexican Revolution</li> <li>• Physical exams, settlements, ghettos, restrictive covenants</li> </ul> <p style="text-align: right;"><i>continued</i></p>

Key Question	Focus Points	Specified Content
		<ul style="list-style-type: none"> <li>• Immigration reform: the National Origins Act 1924, the Great Society, the Immigration Act 1965</li> <li>• Migrants and work: industrial and occupational concentrations (e.g., Slavic groups and mining), the bringing of new skills, labor camps, dilution of wage levels, unionization</li> <li>• The “new refugees” post–Second World War, the Refugee Act 1980</li> <li>• Immigration and religious diversification: the importance of Judaism, Catholicism, varieties of Protestantism</li> </ul>
<p><b>Key Question 5:</b>  <b>To what extent were economic, social, and political changes dominated by class-based issues during the period 1877 to 1948?</b></p>	<ul style="list-style-type: none"> <li>• How successful were class-based pressure groups in determining economic, social, and political changes from 1877 to 1948?</li> <li>• How far did labor unions achieve their aims from 1918 to 1948?</li> </ul>	<ul style="list-style-type: none"> <li>• Early unions: the National Labor Union</li> <li>• The Knights of Labor</li> <li>• The American Federation of Labor 1886, collective bargaining</li> <li>• The Industrial Workers of the World (“the Wobblies”) 1905</li> <li>• Reaction of employers: “yellow dog” contracts</li> <li>• The aims and achievements of the strikers in strikes: later 19th-century strikes and the sit-down strikes of the 1930s</li> <li>• The Wagner Act 1935, the New Labor Legislation, increase in union membership</li> </ul>

Key Question	Focus Points	Specified Content
<p><b>Key Question 6:</b>  <b>To what extent was gender equality achieved during the period 1848 to 2000?</b></p>	<ul style="list-style-type: none"> <li>• Why did the women’s suffrage movement struggle before 1920 to achieve its aims?</li> <li>• How important was the Second World War in moves toward gender equality?</li> <li>• To what extent was gender equality achieved starting in the 1960s?</li> </ul>	<ul style="list-style-type: none"> <li>• Lucretia Mott, Elizabeth Cady Stanton, the Seneca Falls Convention 1848</li> <li>• Susan B. Anthony and the American Rights Association 1866, civil disobedience</li> <li>• The Woman’s Christian Temperance Union 1874</li> <li>• The National American Woman Suffrage Association 1890; divisions: Alice Paul and the Congressional Union 1913</li> <li>• The 19th Amendment to the Constitution 1920</li> <li>• Employment opportunities for women during the Second World War, <i>Rosie the Riveter</i></li> <li>• Feminism in the 1960s: the National Organization for Women, <i>Ms.</i></li> <li>• Campaigning in the 1970s and beyond: the National Women’s Political Caucus 1971, Equal Rights Amendment 1972, <i>Roe v. Wade</i> 1973</li> </ul>

## Theme 3: Economic and Social Change 1754–2000

Key Question	Focus Points	Specified Content
<p><b>Key Question 1:</b>  <b>Why was there a “market revolution” during the years 1754 to 1900?</b></p>	<ul style="list-style-type: none"> <li>• To what extent were abundant natural resources the key to the “market revolution”?</li> <li>• How did technical innovation and the transportation revolution affect the “market revolution”?</li> <li>• How did political and legal systems influence the “market revolution”?</li> <li>• What were the social consequences of the “market revolution”?</li> </ul>	<ul style="list-style-type: none"> <li>• The rise of manufacturing in the early 19th century: the Francis Lowell textile factory, the importance of New England and the Ohio River Valley, the free enterprise system</li> <li>• The Banking Revolution: early banks, circulation of bank notes, controls (<i>McCulloch v. Maryland</i> 1819), other regulations on business and commerce (<i>Dartmouth College v. Woodward</i> 1819, <i>Gibbons v. Ogden</i> 1824)</li> <li>• New technology: Eli Whitney, “interchangeable parts” and the cotton gin 1793; steam power, canals, railroads, roads</li> <li>• The impact of the Industrial Revolution on living and working conditions</li> </ul>
<p><b>Key Question 2:</b>  <b>To what extent did the Civil War result from economic and social conflicts and differences?</b></p>	<ul style="list-style-type: none"> <li>• How did the power struggle between federal government and the states affect the U.S. economy?</li> <li>• Why did the northern industrial economy grow so quickly?</li> <li>• Why did slavery become the cornerstone of the agrarian South?</li> <li>• In what ways did slavery contribute to the outbreak of the Civil War?</li> <li>• What sectional tensions other than slavery led to the Civil War, and why?</li> </ul>	<ul style="list-style-type: none"> <li>• The Missouri Compromise 1820</li> <li>• The Compromise of 1850, the rise of sectionalism in the 1850s, the Kansas-Nebraska Act 1854, “Bleeding Kansas”</li> <li>• The rise of the Republican Party: economic policy (high tariffs, transcontinental railroad), Southern response (the “Fire-eaters,” “industrial slavery”), the “Panic of 1857,” “King Cotton”</li> <li>• The Dred Scott episode 1857</li> <li>• The Lincoln–Douglas debates 1858</li> <li>• John Brown</li> </ul>

Key Question	Focus Points	Specified Content
<p><b>Key Question 3:</b>  <b>How did the Progressive Era emerge, and what did it accomplish?</b></p>	<ul style="list-style-type: none"> <li>• Why did industry prosper after the Civil War?</li> <li>• How did industrial expansion affect living and working conditions?</li> <li>• How and why did federal government start to regulate corporations?</li> <li>• How effective was Progressivism?</li> </ul>	<ul style="list-style-type: none"> <li>• The aims of the Progressive movement, the influence of “muckrakers”</li> <li>• Progressivism at a local level: Robert M. La Follette and the “Wisconsin Idea,” the breaking of vested interests, social welfare reforms</li> <li>• Progressive Era Amendments: income tax, state elections for senators, prohibition, women’s suffrage</li> <li>• The policies of Roosevelt, Taft, and Wilson 1901–1916 (especially the “square deal”)</li> <li>• The limits of Progressivism: the issue of social justice, extension of Jim Crow, the situation of African Americans</li> </ul>
<p><b>Key Question 4:</b>  <b>What were the economic and social changes of the period 1919 to 1941?</b></p>	<ul style="list-style-type: none"> <li>• Why did new consumer products emerge?</li> <li>• How did the boom of the 1920s change the lives of the U.S. population?</li> <li>• Why was there a Great Crash in October 1929?</li> <li>• How were different groups in the U.S.A. affected by the Great Depression?</li> <li>• How far did the New Deal help the U.S. economy recover?</li> </ul>	<ul style="list-style-type: none"> <li>• Post-War prosperity and industrial expansion: rising productivity and real wages, availability of credit, growth of marketing and advertising, electric power and electric appliances</li> <li>• The rise in personal debt, speculation and “buying on the margin,” over-production</li> <li>• The Great Depression and poverty: Hoovervilles, the Dust Bowl, health issues, impact on families, rise in discrimination</li> <li>• The First Hundred Days 1933: stabilizing financial institutions, relief provision, job creation, economic regulation through the “alphabet agencies”</li> <li>• The Second New Deal 1935: new agencies and legislation, rural electrification, the Social Security system</li> <li>• The limitations of the New Deal: women, African Americans</li> </ul>

Key Question	Focus Points	Specified Content
<p><b>Key Question 5:</b>  <b>What were the major changes in the U.S. economy from 1941 to 2000?</b></p>	<ul style="list-style-type: none"> <li>• How did the Second World War change the course of the U.S. economy?</li> <li>• How did the economy recover from the Second World War?</li> <li>• Why did the U.S. economy slump in the 1970s and early 1980s?</li> <li>• How did the “Information Age” affect the economy and society?</li> </ul>	<ul style="list-style-type: none"> <li>• The war and technological developments: television, the early computer industry, nuclear power, improvements in medicine</li> <li>• Economic growth and prosperity, 1945-69</li> <li>• Business restructuring: conglomerates, the franchise, McDonald’s</li> <li>• The impact of the Vietnam War on the economy: inflation and deficit spending in the 1970s and early 1980s</li> <li>• The oil crisis of 1972–73, Carter’s energy plan, the nuclear energy debate</li> <li>• “Reaganomics”</li> <li>• The technological revolution of the 1980s and 1990s: computers, the internet, the “new economy,” the impact on society, education, and government</li> </ul>
<p><b>Key Question 6:</b>  <b>How important was religion in the development of society in the U.S.A. from 1800 to 1939?</b></p>	<ul style="list-style-type: none"> <li>• Why was there a religious revival during the first half of the 19th century?</li> <li>• How important was religion in U.S. society by 1914?</li> <li>• How did religion develop in the U.S.A. from 1918 onwards?</li> </ul>	<ul style="list-style-type: none"> <li>• The Second Great Awakening: “revivalism” and the growth of the Baptists and Methodists, Joseph Smith and the growth of the Mormons, African American worship</li> <li>• The Social Gospel Movement of the 1880s and 1890s</li> <li>• Religion after the First World War: the spread of fundamentalism, the evolution debate and the Scopes trial 1925</li> </ul>
<p><b>Key Question 7:</b>  <b>How far did U.S. popular culture change from 1920 to ca.1975?</b></p>	<ul style="list-style-type: none"> <li>• What was the impact of the Jazz Age on U.S. popular culture?</li> <li>• What was the impact of the long 1960s on U.S. popular culture?</li> </ul>	<ul style="list-style-type: none"> <li>• The Jazz Age 1920–39: Hollywood and movie making, the spread of newspapers and magazines, radio, jazz clubs, and dance halls, “the Lost Generation”</li> <li>• Counter-culture and protest ca.1955–75: beatniks and hippies, 1960s style (design, fashion, music), the sexual revolution, the drug scene, Woodstock and Altamont</li> </ul>

## Theme 4: The U.S.A. and the World 1754–2000

Key Question	Focus Points	Specified Content
<p><b>Key Question 1:</b> <b>How were the borders of the nation defined by 1853?</b></p>	<ul style="list-style-type: none"> <li>• How important was the role of France in shaping the borders of the U.S.A.?</li> <li>• To what extent were war and diplomacy with Britain important in defining U.S. borders?</li> <li>• How significant was Spanish influence in the U.S.A. from 1754?</li> <li>• Why were relations with Mexico so difficult?</li> </ul>	<ul style="list-style-type: none"> <li>• The French and Indian War 1754</li> <li>• The Revolutionary War: political and military leadership, military events and their consequences 1775–83</li> <li>• The Louisiana Purchase 1803</li> <li>• The War of 1812</li> <li>• Settlement of the border with Canada: the treaty of 1846</li> <li>• The acquisition of Florida 1819</li> <li>• Texas 1846</li> <li>• War and peace with Mexico 1846–53</li> </ul>
<p><b>Key Question 2:</b> <b>What were the aims of U.S. foreign policy during the period 1820 to 1919?</b></p>	<ul style="list-style-type: none"> <li>• How did the U.S.A. exert its influence in Central and South America?</li> <li>• Why were relations with European powers often difficult from 1820 to 1914?</li> <li>• Was the foreign policy of the U.S.A. imperialist from the 1890s to 1914?</li> <li>• Why and with what effects (until 1919) did the U.S.A. enter the First World War?</li> </ul>	<ul style="list-style-type: none"> <li>• Monroe Doctrine 1823 and its application</li> <li>• The Panama Canal: developments from the 1820s onward</li> <li>• Relations with Britain during the Civil War: the Trent Affair 1861 and the <i>Alabama</i> 1862</li> <li>• The Spanish–American War 1898</li> <li>• “Dollar Diplomacy” from the 1890s onward</li> <li>• Policy in the Pacific from 1853 onward</li> <li>• U.S. attitudes to war in Europe 1914–19</li> <li>• The contribution of the U.S.A. to the Allied effort in the First World War (until 1919)</li> </ul> <p>[N.B. The First World War is not specified separately in the curriculum content.]</p>

Key Question	Focus Points	Specified Content
<p><b>Key Question 3:</b>  <b>How effectively did the U.S.A. promote its international interests during the years 1920 to 1941?</b></p>	<ul style="list-style-type: none"> <li>• Did the U.S.A. follow a policy of isolation in the 1920s?</li> <li>• How successful was the U.S.A. as “good neighbor” from 1933 to 1941?</li> <li>• Why did the U.S.A. go to war in 1941?</li> </ul>	<ul style="list-style-type: none"> <li>• Initiatives to secure international peace: naval treaties 1921–22, Dawes Plan 1924, Kellogg Pact 1928, Young Plan 1929, support for the International Labor Organization in the 1920s</li> <li>• Relations with Latin America 1920–39, the “Good Neighbor Policy”</li> <li>• Reaction to Japanese aggression during the 1930s</li> <li>• “Cash-and-Carry” and “Lend-Lease” policies 1939–41</li> </ul> <p>[N.B. The Second World War is not specified separately in the curriculum content.]</p>
<p><b>Key Question 4:</b>  <b>How did the U.S.A. achieve and sustain its status as a superpower from 1945 to 2000?</b></p>	<ul style="list-style-type: none"> <li>• What was the role of the U.S.A. in Second World War conferences?</li> <li>• How successful was the U.S.A. in containing communism?</li> <li>• How did relations between the U.S.A. and the U.S.S.R. change during the period 1945–80?</li> </ul>	<ul style="list-style-type: none"> <li>• Conferences at Yalta and Potsdam 1945</li> <li>• The policy of containment: the Truman Doctrine 1947 and the Marshall Plan 1948</li> <li>• The Airlift to break the Berlin Blockade 1948–49</li> <li>• The Korean War 1950–53: reasons for involvement, military events and their consequences</li> <li>• Vietnam 1954–75: reasons for involvement and withdrawal, military events and their consequences, impact in the U.S.A.</li> <li>• Nuclear rivalry, the Cuban Missile Crisis, proliferation and arms control, détente</li> <li>• President Reagan and the end of the Cold War</li> </ul>

---

## 7. Coursework Guidance for Centers

---

### 7.1 Guidance on Coursework Tasks

To help Centers devise and set an appropriate task (especially Centers preparing coursework for the first time for this examination), Cambridge coursework consultants advise on, assess, and approve a proposed coursework task. Centers must send their draft coursework task (at any time during the course) to:

**The Product Manager**

**Cambridge IGCSE American History (US)**

**University of Cambridge International Examinations**

**1 Hills Road**

**Cambridge**

**CB1 2EU**

**UK**

or email the draft coursework task to **info@cie.org.uk** marked for the attention of the Product Manager, Cambridge IGCSE American History (US).

The coursework scheme should include the following:

- the identity of the chosen site or object
- examples of the range of sources relating to it that would be used to support the coursework inquiry, and
- a short justification of the site's or object's significance and a clear explanation of how the chosen site or object and the resources provided enable candidates to reach the highest levels of the mark scheme.

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

The *Coursework Training Handbook* for Cambridge IGCSE American History (US) provides additional advice and guidance and is available from Teacher Support. Go to <http://teachers.cie.org.uk> (username and password required).

### 7.2 The Nature and Setting of Coursework

Candidates complete **one** piece of written coursework, based on a local site or object.

Each candidate must submit a research-based essay (1,400–1,600 words, not including the bibliography and footnotes). Work that exceeds these limits will be excluded from the assessment.

The essay must comprise:

- a description of a U.S. site or object
- an assessment of the historical significance of the site or object
- an evaluation of the limitations of their study, identifying aspects for further research and explaining how further research would advance our historical understanding of the 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 significance (i.e., if it is not merely for illustration).

## Choice of Site or Object

The class teacher selects **one** site or object that the entire class will investigate individually. The choice of site or object is important; the 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.

Equally, the 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. A relatively ordinary building, area of a town, or object often makes a better subject for a study than one that is of very well-known (and documented) national significance. If a teacher wishes to choose a local 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.

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 difference that it made to the way life operated gives it a historical significance to be explored
- National City Lines Bus 2857 (in the Henry Ford Museum, Michigan) because what it represents and/or its role in the Montgomery Bus Boycott gives it a historical significance to be explored.

A site can be chosen from anywhere in the U.S.A. An object must have been created in the U.S.A. or its predecessor states, or be of major significance to the U.S.A. A site or object can be from any period (including the recent past) that allows for the assessment of historical significance.

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.

Questions to ask about the site or object could include:

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

To reach the highest level, candidates should:

- recognize that the historical significance of a 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 film, to support their conclusions. These may relate to the site or object directly, or be interpretations of the site or object
- include a sophisticated description of the subject of their study.

## A Single Site or Object

Every candidate in a class should study the same 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.

Although studying the same site or object, each candidate must work individually and research and write their own inquiry. Teachers will need to be certain that candidates do not plagiarize each other's work, and the candidate and the teacher will both be required to sign a declaration form stating that the work submitted is the candidate's own.

## Source Materials

Teachers should prepare a pack of relevant source materials, including materials relating to the site or object, at the time, interpretations of the site or object, and sources providing evidence of a more general nature about related issues. These should be selected to enable candidates of all abilities to embark on 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

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 site or object. The teaching should cover the local and national context to assist candidates' judgments about elements of 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 a site or object by people at the time and since.

Candidates must carry out their work individually.

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. Coursework must be the candidate's own work, and each candidate and their teacher will be required to sign a declaration when the work is submitted. Any quotations and copied material must be fully acknowledged. For further guidance on the role of the teacher, see Appendix A.

Samples of the work from each Center will be externally moderated by Cambridge.

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.

**Footnotes:** All quotations must be acknowledged in footnotes. Every work cited in a footnote must appear in the bibliography. This is a good scholarly habit to establish. Footnotes should be numbered in sequence. Each footnote should give the author's surname, the short title, and the year of publication.

Footnotes may be at the bottom of each page or listed together at the end.

**Bibliography:** 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.

## 8. Marking Coursework

### 8.1 Marking Criteria for Coursework

Marks should be awarded for Assessment Objectives 2 and 4 using the criteria listed below. Note that the descriptions below 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.

Positive marking is encouraged, rewarding achievement rather than penalizing failure.

The total marks available for these Assessment Objectives are as follows:

**Assessment Objective 2:** 10 marks

**Assessment Objective 4:** 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.

	<b>AO2: Significance 10 marks available</b>		<b>AO4: Use of Sources in Research 15 marks available</b>
Level 3 8–10 marks	Candidates can identify and provide supporting evidence for a range of criteria for judging historical significance. They can recognize that the site or object has different significances. They can use a wide range of knowledge of the context of the chosen site or object.  There is a careful evaluation of the limitations of the study, explaining well how further research would advance historical understanding of the site or object.	Level 3 11–15 marks	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.  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 sites or objects are interpreted.  They can cite all sources fully and accurately.

	<b>AO2: Significance 10 marks available</b>		<b>AO4: Use of Sources in Research 15 marks available</b>
Level 2 4–7 marks	<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 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 site or object is explained to some extent.</p>	Level 2 6–10 marks	<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 sites or objects have been interpreted in different ways.</p> <p>They can cite most sources accurately.</p>
Level 1 1–3 marks	<p>Candidates can identify some criteria for significance and make claims about the significance of the chosen 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 site or object is barely considered or not addressed.</p>	Level 1 1–5 marks	<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>
Level 0 0 marks	No creditable response.	Level 0 0 marks	No creditable response.

## 8.2 Notes on Moderation

### Internal Moderation

If two or more teachers within a Center are involved in marking the coursework, arrangements must be made to ensure that all candidates are assessed to a common standard.

Arrangements for internal standardization should include:

- a standardization meeting at the start of the marking period, at which the application of the marking criteria is discussed in detail, using examples
- the monitoring of the marking of all the teachers involved to ensure consistency of marking.

One teacher in each Center will need to act as lead marker, whose professional judgment on the application of the marking criteria must guide his/her colleagues.

The internally moderated marks for all candidates must be recorded on the *Coursework Assessment Summary Form*. This form, and the instructions for completing it, may be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples). The database will ask you for the syllabus code (i.e., 0409) and your Center number, after which it will take you to the correct form. Follow the instructions when completing the form.

### External Moderation

External moderation of internal assessment is carried out by Cambridge.

- Centers must submit the internally assessed **marks** of **all** candidates to Cambridge.
- Centers must also submit the internally assessed **work** of a **sample** of candidates to Cambridge. The *Cambridge Administrative Guide*, available on our website, provides details of which candidates are to be included in the sample.

The deadlines and methods for submitting internally assessed marks and work are in the *Cambridge Administrative Guide* available on our website.

## 8.3 Forms

- The *Individual Candidate Record Card* can be found at [www.cie.org.uk/samples](http://www.cie.org.uk/samples). A candidate Record Card must be completed and attached to the work of each candidate.

**Note:** The *Individual Candidate Record Card* is only to be used by teachers for candidates who have undertaken coursework as part of the Cambridge IGCSE Certificate.

- The *Cover Sheet* can be found at [www.cie.org.uk/samples](http://www.cie.org.uk/samples). A *Cover Sheet* must be attached to the front of the work of each candidate.
- The *Coursework Assessment Summary Form* can also be found at [www.cie.org.uk/samples](http://www.cie.org.uk/samples). One form is required per Center. To complete the form, follow the instructions on the second page.

More details on procedures for external moderation are also given within the *Coursework Training Handbook* which can be found at <http://teachers.cie.org.uk>

---

## 9. Appendix

---

### The Role of the Teacher in Component 3 Coursework (History Around Us)

The History Around Us component is an integral part of the course, so Cambridge 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.

The permitted level of supervision varies at each stage, as outlined below.

#### 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.

All candidates should be helped with identifying the main issues and problems associated with the chosen site or object. If candidates select their own site or object, each candidate should be helped to select her/his 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 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 History Around Us coursework.

### **Researching and Drafting the Task**

Coursework must be the candidate's own work. 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 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 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.

### **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.

A cover sheet must accompany the work of each candidate. This will include a declaration by the candidate that it is her/his own work, countersigned by the teacher responsible, to confirm that the regulations have been observed.

---

## 10. Additional Information

---

### Equality and Inclusion

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

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

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

Information on access arrangements is found in the *Cambridge Handbook*, which can be downloaded from the website [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

### Language

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

### Grading and Reporting

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

### Entry Codes

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

Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [info@cie.org.uk](mailto:info@cie.org.uk) [www.cie.org.uk](http://www.cie.org.uk)

® IGCSE is the registered trademark of Cambridge International Examinations

© Cambridge International Examinations 2015

