UNIVERSITY of CAMBRIDGE
International Examinations

Cambridge International AS & A Level

SYLLABUS

Cambridge International AS and A Level History

9697

For examination in June and November 2014

This syllabus is being revised. Please see overleaf for details.

This syllabus is being revised.

It will be available for last examination of AS and A Level in November 2014.

The new syllabus (9389) will be available for first teaching in August/September 2013:

- The first series for the new AS Level will be June 2014.
- The first series for the new A Level will be June 2015.

Therefore:

- Candidates following a linear two-year course, with all examinations at the end of their course, will be able to take the new AS and A Level in 2015.
- Candidates following a staged assessment route will take the new AS Level in 2014 and the new A Level in 2015.

It will not be possible to carry forward marks for 9697 into the revised syllabus. Therefore those wishing to take A Level History in 2015 will need to study the revised course.

	June 2014	November 2014	June 2015	November 2015
9697 AS Level	yes	yes	no	no
9697 A Level	yes	yes	no	no
9697 carry forward previous AS to A Level	yes	yes	no	no
9389 Linear A Level	no	no	yes	yes
9389 Staged assessment – carry forward AS from 2014 to A Level	no	no	yes	yes
Staged assessment from 9697 to 9389	no	no	no	no

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1. Introduction

1.1 Why choose Cambridge?

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

Recognition

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

Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives students the freedom to select subjects that are right for them. Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. They are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International A/AS Levels in countries such as the USA and Canada.

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

Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98 % of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

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

Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at **www.cie.org.uk/teachers**

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

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

1.2 Why choose Cambridge International AS and A Level?

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

You can offer almost any combination of 55 subjects. Students can specialise or study a range of subjects, ensuring breadth. Giving students the power to choose helps motivate them throughout their studies.

Cambridge International AS and A Level gives you building blocks to build an individualised curriculum that develops your learners' knowledge, understanding and skills in:

- in-depth subject content
- independent thinking
- applying knowledge and understanding to new as well as familiar situations
- handling and evaluating different types of information sources
- thinking logically and presenting ordered and coherent arguments
- making judgements, recommendations and decisions
- presenting reasoned explanations, understanding implications and communicating them clearly and logically
- working and communicating in English.

The syllabuses are international in outlook, but retain a local relevance. They have been created specifically for an international student body with content to suit a wide variety of schools and avoid cultural bias.

1.3 Why choose Cambridge International AS and A Level History?

Cambridge International AS and A Level History gives candidates the opportunity to study the past and develop an understanding of complex historical events and processes. Candidates will gain valuable lifelong skills including:

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

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

1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE (Advanced International Certificate of Education) Diploma is the group award of Cambridge International AS and A Level.

Cambridge AICE Diploma involves the selection of subjects from three curriculum groups – Mathematics and Science; Languages; Arts and Humanities.

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level as a single-credit qualification within the Cambridge AICE Diploma award framework.

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

The AICE Diploma is comprised of examinations administered in May/June and October/November series each year.

History (9697) falls into Group 3, Arts and Humanities.

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

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 **international@cie.org.uk**

If you are not yet a Cambridge school

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

2. Assessment at a glance

Advanced Level History candidates enter for **two** of the papers listed below. **Advanced Subsidiary (AS)** candidates enter for **one** of the papers listed below. The table shows which papers are available and when.

(Candidates wishing to follow a staged assessment route to the Advanced Level qualification may take the Advanced Subsidiary (AS) qualification first.)

Paper	Title of Paper	Available
1	Modern European History, 1789–1939	June and November
2	Southeast Asia: from Colonies to Nations, 1870–1980	November only
3	International History, 1945–91	June and November
4	The History of Tropical Africa, 1855–1914	November only
5	The History of the USA, c. 1840–1968	June and November
6	Caribbean History, 1794–1900	June only

Paper 1, 2, 3, 5, 6 — 3 hours	Paper 4 — 3 hours
Section A: Candidates answer **one** compulsory source-based question (25 marks) **Section B**: Candidates answer **three** essay questions from a choice of seven. (25 marks per essay) Total for the paper = 100 marks	Candidates answer **four** essay questions from a choice of ten. (25 marks per essay) There is **no** source-based question. Total for the paper = 100 marks

See Section 3.3 for more information on the questions and their assessment.

Note: when entering candidates for Cambridge International A Level History using a carry forward mark, please ensure that you make the entry based on the marks for two distinct components.

Availability

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

This syllabus is available to private candidates.

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

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level

3. Syllabus aims and objectives

3.1 Aims

The educational aims of Cambridge International AS and A Level History are for candidates to gain historical knowledge, understanding and skills. These aims include:

- developing an interest in the past and an appreciation of human endeavour
- gaining a greater knowledge and understanding of historical periods or themes
- gaining a greater awareness of historical concepts such as similarity and difference, change and continuity, cause and effect
- appreciating the nature and diversity of historical sources available, and the methods used by historians
- exploring a variety of approaches to different aspects of History and different interpretations of particular historical issues
- thinking independently and making informed judgements on issues
- developing empathy with people living in different places and at different times.

Note: the aims are not listed in any order of priority.

3.2 Assessment objectives

To pass Cambridge A and AS Level History, candidates must be able to:

AO1: demonstrate an understanding of the complexity of issues and themes within a historical period
AO2: distinguish and assess different approaches to, interpretations of, and opinions about the past
AO3: express awareness of historical concepts such as change and continuity, cause and effect
AO4: present a clear, concise, logical and relevant argument
AO5: evaluate and interpret source materials as historical evidence and use them effectively.

AO1–4 will be tested in essay questions. No attempt will be made to allocate mark weightings separately to these four objectives.

AO5 will be tested in source-based questions.

3.3 Scheme of assessment

Essay questions

The essays will be assessed on **Assessment Objectives 1–4** (see Section 3).
Each essay question will have a weighting of 25 marks.

Candidates' answers should be focused on the question, and show a depth of historical understanding and evidence of reading. In addition, answers should demonstrate a high level of conceptual understanding and/or an evaluation of the assumptions implied in the question. Where candidates are expected to answer in continuous prose, the quality of the language they use will be taken into account in marking. Essay questions will not be set on subject matter selected for source-based study.

Source-based questions

For all papers except Paper 4, a source-based study will be prescribed.

The source-based question will be assessed on **Assessment Objective 5** (see Section 3).
The source-based question will have a weighting of 25 marks and will consist of one sub-question. This will present candidates with an assertion which they need to test against given sources and their background knowledge of the issue.

Candidates will be expected to have a sound 'A' Level knowledge of the topic, and be familiar with the kinds of sources available and the uses to which they can be put. Questions will be based on sources that might be used by historians in building up an account of the period or topic. Candidates will be expected to have an understanding of the ways in which sources may be evaluated.

A maximum of **five** sources will be set in each source-based question. Differing accounts of the same situation, or accounts from the same source, may be set. These accounts may show different views as time progresses, or in communicating to different recipients.

Note that:

- a variety of sources may be used: for example, documentary, statistical, visual, maps
- both primary and secondary sources may be used
- the sources set will usually total no more than 800 words (or their equivalent where non-written sources are used).

4. Curriculum content

4.1 Paper 1: Modern European History 1789–1939

This paper focuses on the key developments that shaped European History from 1789 to 1939. Candidates study these developments in relation to the wider European context and in the light of broader issues: revolution, nationalism, imperialism, war and totalitarianism. This allows candidates to develop a more holistic understanding of Europe as a region.

Candidates will explore developments through the following themes:

Theme 1 The French Revolution
Theme 2 The Industrial Revolution
Theme 3 Nationalism
Theme 4 The 'New Imperialism', c. 1870–1900
Theme 5 The Russian Revolution
Theme 6 Totalitarianism between the Wars, 1919–39.

Source-based study: The Origins of the First World War, 1870–1914

In this study, candidates will explore how conditions and events in Europe during the period 1870–1914 led to the outbreak of World War I. Candidates will also need to examine the historical controversies on the origins of the war.

Essay topics

Seven questions will be set. There will be one question on each of the following six themes, and one cross-thematic question which will require candidates to draw links or make comparisons across the themes.

Theme 1: The French Revolution

- Pre-revolution conditions, e.g. the Ancien Regime, Absolutism, the Enlightenment
- Causes of revolution
- Developments from 1789 to 1799
- Internal and external opposition to the Revolution
- Political and ideological effects of the Revolution on Europe
- Napoleon Bonaparte: his rise to power, Napoleonic rule.

Theme 2: The Industrial Revolution

Candidates will be expected to have an awareness of the impact of the following developments in Britain, France and Germany:

- Conditions and factors for the rise of the Industrial Revolution, e.g. pre-industrial society, mechanisation, growth of capitalism during the 18th century
- Spread of industrialisation in Europe during the 19th century
- Effects of industrialisation on Europe: political, economic, social and religious.

Theme 3: Nationalism

- Conditions for the development of European nationalism, e.g. the French Revolution, the Napoleonic legacy, impact of social and economic changes, Romanticism, Liberalism, Darwinism
- Italian Nationalism: conditions in Italy and the 1848 Revolutions; the contributions of Mazzini, Cavour and Garibaldi; unification up to 1871
- German Nationalism: the 1848 Revolutions; Prussia, Bismarck and unification in 1871; relations with other European states to c. 1900
- Significance of the development of nationalism for Europe.

Theme 4: The 'New Imperialism', c. 1870–1900

- Causes of the 'new imperialism', nature of the 'new imperialism', effects on Europe of overseas expansion.

Theme 5: The Russian Revolution

- Pre-revolution conditions: Romanov rule and the nature of Russian society; economic developments and social changes; the emergence of revolutionary groups, Marxism and Leninism
- The 1905 Revolution
- Causes of the Revolutions of 1917
- Developments leading to the establishment of the Bolshevik government, the work and importance of Lenin and Trotsky
- The Bolshevik Revolution and Marxism
- Effects of the Revolution on Europe.

Theme 6: Totalitarianism between the Wars, 1919–39

- Conditions for the rise of totalitarianism: effects of World War I, the Great Depression, the failure of collective security, the failure of democratic government
- Aspects of ideology on theory and practice: leadership and the cult of personality, intolerance of diversity, economic structure, political system
- Totalitarian regimes and foreign relations: ideological influences shaping regimes' perceptions of their roles in the world, conduct of foreign policy
- The rise of Fascism: ideology, Mussolini's rise to power, the Fascist dictatorship
- The rise of Nazism: ideology, Hitler's rise to power, the Nazi dictatorship
- The rise of Stalinism: Stalin's rise to power, the Stalinist dictatorship.

4.2 Paper 2: Southeast Asia – from Colonies to Nations 1870–1980

This paper focuses on three themes:

Theme 1 Colonial Rule and Impact
Theme 2 Nationalism, Decolonisation and Independence
Theme 3 Nation-building.

The themes will be studied in the context of the following:

- the motivation and means behind European overseas expansion
- the ways in which imperial rule was imposed on the colonised peoples
- the rise of nationalist movements
- the end of colonial rule in many parts of Southeast Asia
- the nation-building programmes of Thailand and the independent countries of Southeast Asia.

This paper emphasises **cross-comparative studies** of Southeast Asian countries during the different stages of their experience between 1870 and 1980. Case studies must be carefully selected by teachers to provide meaningful examples of similarities and differences. Countries which may be studied are:

- Malaysia
- Singapore
- Burma
- Indonesia
- Thailand
- the Philippines
- Vietnam
- Cambodia
- Laos.

Source-based study: The Political Development of Singapore, 1945–65

Candidates should cover:

- Singapore as a Crown Colony, 1946–59
- progress from partial self-government to full self-government, 1955–59
- the State of Singapore, 1959–63
- the merger and formation of Malaysia, 1963
- the separation from Malaysia and the independence of Singapore, 1965.

Essay topics

Seven questions will be set on the themes, as follows:

- Theme 1: Colonial Rule and Impact — Three questions set
- Theme 2: Nationalism, Decolonisation and Independence — Two questions set
- Theme 3: Nation-building — Two questions set

Candidates are expected to answer **three** essay questions.

Essay questions will be thematic. Candidates need to support their answers with examples drawn from **at least three** countries of the candidate's choice. The questions may also require candidates to draw comparisons between countries. In the topic on Impact of World War II and decolonisation in Southeast Asia (see Theme 2), candidates will **not** be allowed to draw examples from Singapore to support their answers.

Theme 1: Colonial rule and impact

(a) Establishment of a modern state

- Introduction: motivation and nature of colonial rule ('direct' and 'indirect' rule; 'formal' and 'informal' status); factors which contributed to the type of control and direct government interference; reasons for Siam's success in avoiding colonisation and consequences
- Traditional basis of political legitimacy
- Establishment of secular administration, modernised bureaucracy and judiciary; political centralisation; the non-representative nature of colonial rule; results of bureaucratic centralisation
- Effects on local states and local people (including education)
- Colonial initiatives to allow indigenous participation; results
- The Japanese Occupation: concept of Greater East Asia Co-Prosperity Sphere.

(b) The penetration of capitalism and its consequences

- The regional economy before colonial rule
- The coming of capitalism and spreading of the international economy in Southeast Asia: Western economic activity; response of various local societies to new economic opportunities and challenges; trading networks in Southeast Asia, e.g. Singapore as nodal point for distribution of manufactured goods of European origin; developments in transportation, banks and financial institutions; impact of international commerce on Southeast Asia, the Great Depression, trade restrictions and colonial response; economic fragmentation and its implications in the Japanese Occupation.

(c) Social change

- Migration of people: traditional society, factors for movement of people within Southeast Asia and from outside Southeast Asia, consequences of movement of people in Southeast Asia – rise of plural society, the Great Depression and restrictions on emigration
- Urbanisation: coastal towns and cities in traditional Southeast Asia, centres of government, of religious and intellectual activity, and of commerce. Growth of towns and cities during colonial rule: changes taking place in cities, urban experience, differences which colonialism and European domination brought to cities and towns; cities as important economic, communications, educational and administrative centres; differences between cities and the rest of the country; significance of growth of cities for economy, society and politics.

Theme 2: Nationalism, Decolonisation and Independence

- Origins, nature and development of nationalism; key personalities in the nationalist movements; attitude and response of colonial and Thai governments to the rise of nationalism
- The Japanese Occupation and its impact on nationalism
- Impact of World War II and decolonisation in Southeast Asia **(note: candidates are not allowed to draw examples from Singapore to support answers on this topic).**

Theme 3: Nation-building

- Governments of independent states and Thailand: forms of governments in new states, successes and limitations; different approaches to creating a national identity, e.g. use of home-grown ideologies, policies towards minorities, construction of a national culture, role of the military; problems faced and results.
- Post-war economic order: emphasis on unity, self-sufficiency, and economic development and impact on regional economy. Central planning and state participation in economies of independent states, strategies and measures to achieve goals; multi-national corporations; import substitution; foreign aid; free market; results and impact.
- International relations: rivalry and conflict in Southeast Asia: origins and development. Regionalism.

4.3 Paper 3: International History 1945–91

This paper focuses on the key developments that shaped the international order after 1945. These developments will be studied in the light of the following themes:

Theme 1 The Origins of the Cold War after World War II
Theme 2 The Globalisation of the Cold War
Theme 3 The Crisis of Communism and the end of the Cold War
Theme 4 The Nuclear Arms Race, 1945–91
Theme 5 The Development of the International Economy, 1945–91
Theme 6 The Third World.

In exploring these themes, candidates must examine the forces that shaped the international order after 1945, explain how the themes are inter-connected, explain the complexities of international relationships, and understand the making of the multipolar world.

Source-based study: The Development of the United Nations, 1945–91

Candidates should have an understanding of how effective the United Nations has been in meeting its responsibilities, within the context of the changing international system. They should be aware of different views on and explanations of the effectiveness of the United Nations.

The study will focus on:

- The power of the UN: the Covenant; the powers of the Security Council, General Assembly and Secretary-General; the role of the superpowers
- Collective Security: peace-making, peace-keeping and peace enforcement
- International Law: UN Conventions on Human Rights; UN Convention on the Law of the Sea (UNCLOS); laws against international terrorism; laws against genocide
- Social and economic progress: the role of the UN with regard to economic development, population, refugees, children, the environment.

Essay topics

Seven essay questions will be set, as follows:

• Themes 1, 3, 4, 5 and 6	One question set on each theme
• Theme 2 (The Globalisation of the Cold War)	Two questions set on this theme **Note**: candidates will only be permitted to answer **one** of these. The two questions will differ in nature. One will be set on a specific country, and the other will be thematic, requiring candidates to use examples drawn from any two countries of the candidate's choice.

Theme 1: The Origins of the Cold War after World War II

- The USA and the problems of Europe: economic reconstruction and political challenges
- The policies of the USSR towards Western and Eastern Europe
- US policies and Containment: the Truman Doctrine, the Marshall Plan, the Berlin Blockade, the formation of NATO
- The historical debate: traditional, revisionist, post-revisionist.

Theme 2: The Globalisation of the Cold War

- The Asia-Pacific region: the Korean War, the Vietnam War
- Latin America: revolution in Cuba, Cuban Missile Crisis
- The Middle East: Arab-Israeli conflicts
- Détente and the 'Second' Cold War: 1963–85.

Theme 3: The Crisis of Communism and the end of the Cold War

- The Sino-Soviet conflict: origins and main features
- The USSR: challenges to Communism, reasons for the collapse of the USSR, effects of the collapse of the USSR on Eastern Europe, the West, China
- China: challenges to Communism, reasons for the crisis, response to the crisis of Communism, effects of the crisis of Communism on USA, Russia
- End of the Cold War: Western and Communist views.

Theme 4: The Nuclear Arms Race, 1945–91

- The spread of nuclear weapons: by country, type, delivery system
- The development of deterrence theories: massive retaliation, MAD, flexible response
- The control of nuclear weapons: test-ban treaties, limits on nuclear powers, e.g. SALT I and II, ABM, START I and II; limits on non-nuclear powers, Non-Proliferation Treaty
- The historical debate: effects of the Nuclear Arms Race on the Cold War, the consequences of the Nuclear Arms Race.

Theme 5: The Development of the International Economy, 1945–91

- The growth and problems of the international economy to 1991: reasons, main features, consequences
- The development of international economic policies: the World Bank and IMF, the Group of Seven, GATT
- Issues in trade: free trade versus protectionism; the dominant role of the USA in the world economy; economic development in Japan – reasons for Japan's economic success and its impact on world markets.

Theme 6: The Third World

- Overview of decolonisation
- The emergence of the Third World: Bandung Conference, the Non-Aligned Movement, the formation of UNCTAD
- The moves to establish a New International Economic Order: the Group of 77, the rise of OPEC, the Brandt Report
- The rise of Islamic fundamentalism
- The Third World in the 1980s: the Debt Crisis, the emergence of the Asian Tiger economies, famine in Africa, the decline of OPEC
- Arguments for and against international aid and the role of multi-national corporations.

4.4 Paper 4: The History of Tropical Africa 1855–1914

This paper covers a period of rapid change in African history, with an African rather than an imperial perspective, although candidates must continue to expect questions on European activities in Africa. The questions on the paper are likely to be on the following areas of historical interest:

- The organisation and policies of African states and chiefdoms, with particular reference to their reactions in the pre-colonial period to changing forms of trade, warfare, religious beliefs, external pressure and internal opposition.
- The changing relations between Africans and Europeans which led up to the partition of Africa.
- African reactions to the partition and initial colonial conquest, as individuals and as societies.
- European methods of colonial rule, economic exploitation, and missionary or other education, with their effects on African societies.
- African reactions to colonial rule before 1914 in economic, political, social and religious spheres, with their effects on colonial policy.
- Growth of nationalism and the beginning of African organisations, welfare, trade unions, political.

In all these areas of interest, candidates must be prepared to make reasoned comparisons of the differing situations, developments and personalities within the three broad geographical divisions of Eastern, Western and Central Africa.

4.5 Paper 5: The History of the USA c. 1840–1968

This paper focuses on key developments that transformed the USA from an isolated agrarian society to the world's leading superpower in terms of economic strength, military power, political and diplomatic influence, and cultural and social impact on other nations and peoples. The themes are:

Theme 1 Westward Expansion and the Taming of the West, c. 1840–96
Theme 2 Civil War and Reconstruction, 1861–77
Theme 3 The Impact of Economic Expansion, 1865–1917
Theme 4 Civil Rights, 1895–1968
Theme 5 Boom and Bust, 1920–41
Theme 6 The USA's Rise as a World Power, 1890–1945
Theme 7 Social Developments, 1945–68

Source-based study: The Road to Secession and Civil War, 1846–61

This topic focuses on the reasons for the breakdown of consensus regarding the American Union, between the end of the Mexican War and the outbreak of Civil War in April 1861.

Candidates must study the protracted arguments as to whether slavery should be allowed to expand into the new territories acquired by the USA, and understand why this was such an intractable problem. They need to be familiar with the unsuccessful attempts to find a stable basis for compromise. They also need to look at the shifting political alignments of the period, and the debate on whether states were entitled to secede from the United States.

Particular attention should be paid to:

- the evolving views of the leading political figures of the period, such as Cobb, Calhoun, Douglas, Seward and Lincoln
- the key crises of 1848–50 and 1860–1
- differing historiographical interpretations of the sectional conflict.

Essay topics

Seven essay questions will be set, one on each of the themes:

Theme 1: Westward Expansion and the Taming of the West, c. 1840–96

- The doctrine of 'Manifest Destiny'
- The annexation of Texas, the Mexican War and its consequences
- The Mormons and Utah
- The Oregon Question
- The railroads and their significance
- The displacement of Native American nations
- The Gold Rush of 1849 and Californian statehood
- The 1850 compromise, the Kansas-Nebraska question
- The myth of the 'Wild West'
- Cattlemen and farmers, the mining boom, the destruction of the Plains Indians
- Closing of the frontier and Turner's Frontier Thesis.

Theme 2: Civil War and Reconstruction, 1861–77

(a) The Civil War: strengths and weaknesses of the Union and the Confederacy

- Lincoln and Davis as war leaders
- The border states' key decisions
- Different strategies of the armies, key campaigns and battles
- European attitudes and diplomatic initiatives
- The Emancipation Proclamation and its effects
- Weaknesses of the Confederate political system
- Wartime politics in the Union: civil liberties, the 1864 election
- Grant and Lee as generals
- Why did the South lose?

(b) Reconstruction: legacies of the war; devastated South and booming North

- Lincoln's programme for rebels
- Johnson's Reconstruction programme, Congressional opposition
- Radical Congressional Reconstruction, impeachment of Johnson
- Effects of Reconstruction on freedmen, and on the White South
- Grant's administrations, changing emphasis
- Erosion of black rights, reinstatement of white supremacy
- Compromise of 1877 and the end of Reconstruction
- How far did Reconstruction advance the position of the former slaves?

Theme 3: The Impact of Economic Expansion, 1865–1917

- Reasons for the expansion of US industry and commerce after the Civil War
- Effects of mass immigration
- Effects of technical innovations
- The impact of railroad expansion
- Steel, oil and finance
- Trusts and monopolies, attempts at regulation
- Cult of the business ethic
- Agrarian revolt and populism, the rise of trade unions and increasing industrial conflict
- Ford and the production line revolution
- The Progressive Era and its impact on business.

Theme 4: Civil Rights, 1895–1968

- The position of African-Americans in 1900, the contrasting strategies of Booker T Washington and W E B du Bois, the founding of the National Association for the Advancement of Coloured People (NAACP)
- World War I and black Americans
- Revival of the Ku Klux Klan and lynching in the 1920s
- The persistence of denial of civil rights in the South and discrimination in the North
- The New Deal and civil rights
- World War II and black Americans
- The end of racial discrimination in schools, the Brown case and the Supreme Court
- The rise to prominence of Martin Luther King through the Southern Christian Leadership Conference, the tactic of non-violent protest against segregation
- Militant approach of other groups: Malcolm X and the Black Muslims, Stokely Carmichael, Eldridge Cleaver and the Black Panthers
- The Civil Rights Act (1964) and the 24th Amendment
- Assassinations of King and Malcolm X
- The 1967 riots and Johnson's civil rights policies
- The civil rights of Native Americans
- Assessment of the extent of gains made in civil rights by the end of the 1960s.

Theme 5: Boom and Bust, 1920–41

- Post-war reaction against internationalism and progressivism, the election of Harding and the cult of 'normalcy'
- Prohibition and its consequences
- Corruption scandals
- The Coolidge presidency and the business boom
- American society in the 'Jazz Age'
- The origins of Depression, the Wall Street crash, Hoover's failed policies, FDR and the First New Deal, the second phase of the New Deal
- American society in the Depression
- Opposition to the New Deal, the Supreme Court
- The New Deal – an evaluation.

Theme 6: The USA's Rise as a World Power, 1890–1945

- The rise of American imperialism and its causes, war with Spain and its consequences, Far Eastern policy and the acquisition of the Panama Canal
- Roosevelt's policies in the Western hemisphere
- The policy of neutrality and the First World War, the failed peace efforts of Wilson, reasons for entry of the USA into the war
- The contribution of the USA to victory
- Wilson's role in peacemaking, rejection of the Versailles Settlement by the Senate
- Return to partial isolationism
- War debts and reparations
- The Washington Conference and the Kellogg Pact
- FDR's 'Good Neighbour' policy, and policy in the Far East
- New Deal diplomacy
- US neutrality in World War II, Lend-Lease
- Pearl Harbor, war with Germany and Japan
- The US contribution to the war effort
- Conferences at Yalta and Potsdam
- The San Francisco Conference, founding of the United Nations
- Assessment of the position of the USA in the world by 1945.

Theme 7: Social Developments, 1945–68

- The effects of the war
- Population growth, changes in demographic structure and mobility
- The decay of the cities and the urban crisis
- The social consequences of technological change and economic growth
- The role of religion
- Expansion of higher education, student radicalism
- Revolution in lifestyles in the 1960s: changes in the workplace, the roles of women, families
- Developments in mass culture: film, literature, the TV age, the growing influence of the mass media.

4.6 Paper 6: Caribbean History 1794–1900

In this paper, candidates need to compare the movements for the abolition of slavery in the British, Danish, Dutch, French and Spanish-colonised Caribbean from 1794 to 1900. They will also need to compare the impact of emancipation on these areas.

This pan-Caribbean focus is informed by the need for candidates in a rapidly changing Caribbean, where integration and the imperatives of globalisation are being adopted as guiding principles, to move away from a narrow concept of Caribbean History as 'British Caribbean History'. The adoption of a trans-imperial focus in the study of emancipation and post-slavery societies will facilitate a more holistic approach and destabilise the compartmentalised view of Caribbean History. A comparative study of the British, Danish, Dutch, French and Spanish Caribbean, above all, will reveal the similarities in colonialisms, regardless of the imperial power.

Candidates are also expected to be familiar with the ideological framework for conquest and colonisation in the region. This will enable them to understand the mentalities that determined economic, social and political relations in the region. Finally, candidates are expected to understand the ways in which race, class, colour and gender functioned to influence the experiences of colonised Caribbean people over the whole post-slavery period.

The paper focuses on seven themes:

Theme 1 Movements towards Emancipation

Theme 2 The Transition from Enslavement to Freedom

Theme 3 Adjustments to Emancipation

Theme 4 The Rise of Peasantries

Theme 5 The Sugar Industry, the Plantation Economy and Immigrant Labourers

Theme 6 Post-Slavery Caribbean Societies: Education, Health, Inter-Ethnic and Gender Relations, and Social Control

Theme 7 Government, Politics and Constitutional changes

Source-based study: Emancipation and its Consequences

The source-based study will introduce candidates to the ideas of nineteenth-century writers and officials who shaped policies for the Caribbean, as well as the controversies and debates which took place over key issues affecting the region. The study will focus on:

Emancipation (including Haiti);

- Apprenticeship (to include *patronato*, free birth, free womb, and Code Rural)
- The future of the Caribbean economy, including sugar
- The labour force for plantations, including immigration
- The development of the peasantry
- The development and aims of education.

Essay Topics

Seven essay questions will be set, one on each of the themes:

Theme 1: Movements towards Emancipation

This section concerns the factors/forces which brought about abolition. A key issue is the respective roles of humanitarian fervour, resistance of the enslaved, political developments and economic forces. Candidates will be expected to understand the role of gender in the emancipation movements, particularly in the British abolition movement where the condition of enslaved women formed a part of the emancipatory rhetoric. These factors should be studied comparatively for the British, Danish, Dutch, French and Spanish colonised Caribbean, though questions set in the examination will not necessarily cover all of these territories.

Specific content:

- Revolution and emancipation in Haiti
- Emancipation in the British, Danish, Dutch, French and Spanish colonised Caribbean.

Theme 2: The Transition from Enslavement to Freedom

This section concerns the transitional periods between slavery and full freedom which were implemented in all territories, except the French colonies. Candidates should study the similarities and differences of these systems/regimes, and evaluate the degree to which they succeeded.

Specific content:

- Post-slavery regimes imposed by several leaders in Haiti
- Experiments of Toussaint (*fermage*, etc.), Moise, Sonthonax (*cultivateur proportionnaire*), Dessalines, Christophe, etc.
- Apprenticeship in the British and Dutch Caribbean
- Free birth/free womb in the Danish Caribbean
- *Patronato* in Cuba
- *Regimen de contratacion* in Puerto Rico.

Theme 3: Adjustments to Emancipation

This section concerns the contradictory expectations of the free society amongst freedpeople and former owners of enslaved people. The legislation which ended slavery hinted at revolutionary changes in Caribbean society. It transformed the legal status of the majority of the population by abolishing property in persons, and altered the labour base of the community by substituting a wage labour system for unpaid chattel enslavement. Freedpeople, conscious of what freedom meant for them, proceeded to actualise this freedom, exercising choice in whom they worked for, and where they worked, and bargaining for respectable wages. Former owners, however, were not too willing to surrender their slavery mentalities and tried to frustrate freedpeople's expectations of freedom.

Specific content:

- Freedpeople's expectations of 'full free'
- Freedpeople's options after the abolition of slavery
- Employers' expectations of post-slavery society
- Labour relations/conflicts over work and wages (with examples of protests)
- The movement off the estates, including to towns and other territories, and debates over what caused this labour mobility

- Class legislation and efforts to curtail mobility and control labour, e.g. classification of people as vagabonds and placing them in *ateliers de discipline*, and requiring passports in French colonies, contracts, Masters and Servants Act, police force.

Theme 4: The Rise of Peasantries

This section concerns the rise of the peasantry, its growth and degree of success, its impact on the plantation, and the efforts of the planters to defeat the peasantry through the use of immigrant labourers. It also examines why some territories were more favourable than others for the rise of the peasantry, and why some freedmen and freedwomen had to combine peasant activities with part-time plantation labour. For many of the freed people, freedom meant access to land by any means possible, and the pursuit of independent economic activities. For the traditional plantocracy, it meant using coerced labour to continue the plantation system.

Specific content:

- The proto-peasantry during slavery
- Access to land after the abolition of slavery: methods of acquisition and factors which determined access (which territories were most/least favourable for the formation of the post-slavery peasantry?)
- Characteristics of the Caribbean peasantry (territorial examples)
- Contributions of the peasantry to Caribbean economy and society
- Plantations and peasantries: impact of each on the other.

Theme 5: The Sugar Industry, the Plantation Economy and Immigrant Labourers

This section concerns the crises which faced the sugar industry in the various territories where that industry was dominant. It assesses the effectiveness of planters' solutions, including the results of their use of immigrant labourers. The reluctance, and in many cases refusal, of freedpeople to continue in a capital-labour relationship with former owners, and tie themselves to plantation labour full-time, led the plantocracy to lobby for imported labour to maintain the plantation economy, and ultimately, the plantation system. But the use of immigration was just one of the several strategies used to continue the sugar industry.

Specific content:

- Planters' perceptions of a 'labour crisis'
- Efforts to secure native/creole labour internally (within each territory and within the region)
- Immigrant labourers (Africans, Chinese, Indians, etc.); how they were obtained, voyages to the Caribbean, composition (age, gender, caste, etc.), experiences
- Crises in the sugar industry in the 19th century; free trade, competition posed to the BWI, etc.
- Immigration and the revival/expansion/maintenance of the sugar plantations
- Other strategies to maintain/revive/expand the sugar industry; metayage, Encumbered Estates Court Act, new markets, new owners, new technologies, etc.
- Inability of sugar estates in some territories to remain viable, and the move to non-sugar crops/ industries.

Theme 6: Post-Slavery Caribbean Societies: Education, Health, Inter-Ethnic and Gender Relations, and Social Control

This section concerns the movement towards the assumption of responsibility by central government in post-slavery societies for social policies designed to enhance the public good. The local elites were not all enthusiastic about public policies designed to improve the conditions of freedpeople. This is demonstrated in attitudes towards education and the provision of health facilities. Where education was provided, it was designed as a means of social control and in the BWI was largely in the hands of missionaries/churches. Health facilities improved considerably where territories imported immigrants and had to assume responsibility for their welfare. A part of the emancipated population used education as a way of upward social mobility, so that class formation was a feature of post-slavery Caribbean history. The lingering ideologies of the slavery era meant that race tensions persisted, and inter-ethnic tensions strengthened with the arrival of new groups with their own prejudices. Yet Caribbean society also took tentative steps towards racial integration/harmony, with racial and cultural mixing between immigrants and creoles. All ethnic groups that made up Caribbean societies tried to maintain their culture. Some did so without interference from the state, others had to resist state/elite efforts to suppress cultural practices. Social tensions therefore developed over the manifestation of 'cultural imperialism'.

Specific content:

- Provisions for education for the masses in post-slavery Caribbean societies (state versus private/benevolent providers)
- Attitude of the masses towards educational provisions (education as social control, especially missionary-controlled/religious, industrial education)
- Education and the rise of the Black/Coloured middle classes
- Health facilities in post-slavery Caribbean societies
- The role of race/racism and colour in post-slavery Caribbean societies (discrimination on the basis of class, race, colour)
- Gender ideologies and their practical manifestations (e.g. patriarchal societies' notion of a 'proper gender order')
- Inter-ethnic relations (e.g. between Asians and African-Caribbeans)
- Culture and 'cultural imperialism' (e.g. efforts to suppress obeah, myal, cabildos de nacion and Abakua secret societies in Cuba).

Theme 7: Government, Politics and Constitutional Changes

With the collapse of slave systems, former slave owners (except in Haiti) were able to retain control of the state in order to maintain their interests at the expense of the emancipated. They tried to prevent the emergence of popular democratising methods and systems of political organisation and praxis. African-Caribbean people, however, challenged aggressively the established order. Though the majority of people lacked the vote in the BWI, for example, they tried other means to destabilise the ruling elite and force constitutional changes. Haiti achieved, and sought to consolidate, independence in the period. The French Antilles emerged eventually as overseas departments of France; and the Spanish islands came increasingly under the control of the USA. Cuba and Puerto Rico, for example, fought for liberation from Spanish colonialism, but found themselves under the political control of the USA. This section will study these political developments/processes.

Specific content:

- The struggle for political autonomy in 19th century Haiti (power struggle among leaders; attitude of external powers to Haitian independence)
- The attempt of Blacks and Coloureds in the BWI to win the franchise
- Attitudes of officials in the Colonial Office, and of local elites, to Black enfranchisement under the Old Representative System
- Popular revolts: 'Angel Gabriel Riots' in Guyana in 1856, Morant Bay rebellion in Jamaica, Confederation Riots of 1876 in Barbados, etc.
- Constitutional changes in the BWI (e.g. the change to Crown Colony where ORS used to exist, except Barbados)
- Women's disenfranchisement and their alternative political activities
- Political status/rights of freedpeople in the FWI to 1900; continued political relations with France
- Blacks' attitude to assimilation
- Exclusionary electoral law of 1882 in Cuba; political status of Afro-Cubans after end of patronato, Blacks' roles in the movement for independence from Spain in Cuba and Puerto Rico vis-à-vis role of white creoles
- Political status of freedpeople in the Danish Caribbean to 1900
- Political status of freedpeople in the Dutch Caribbean to 1900.

5. Additional information

5.1 Guided learning hours

Cambridge International A Level syllabuses are designed on the assumption that candidates have about 360 guided learning hours per subject over the duration of the course. Cambridge International AS Level syllabuses are designed on the assumption that candidates have about 180 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, these figures are for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

5.2 Recommended prior learning

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

5.3 Progression

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

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

5.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

5.5 Grading and reporting

Cambridge International A Level results are shown by one of the grades A*, A, B, C, D or E indicating the standard achieved, Grade A* being the highest and Grade E the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at either Cambridge International AS Level or A Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

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

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

For languages other than English, Cambridge also reports separate speaking endorsement grades (Distinction, Merit and Pass), for candidates who satisfy the conditions stated in the syllabus.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains…
  … the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
  … the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
  … the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
  … the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
  … the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
  … the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
  … no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e indicating the standard achieved, Grade a being the highest and Grade e the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at Cambridge International AS Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

For languages other than English, Cambridge will also report separate speaking endorsement grades (Distinction, Merit and Pass) for candidates who satisfy the conditions stated in the syllabus.

The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains…
  … the minimum mark necessary for a Grade a obtains a percentage uniform mark of 80%.
  … the minimum mark necessary for a Grade b obtains a percentage uniform mark of 70%.
  … the minimum mark necessary for a Grade c obtains a percentage uniform mark of 60%.
  … the minimum mark necessary for a Grade d obtains a percentage uniform mark of 50%.
  … the minimum mark necessary for a Grade e obtains a percentage uniform mark of 40%.
  … no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade c and the minimum for a Grade d (and whose grade is therefore d) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

5.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

5.7 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/alevel**. Click the Subjects tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website **http://teachers.cie.org.uk** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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