



CAMBRIDGE

International Education

Syllabus

Cambridge International AS & A Level History 9489

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

Exams are available in the June and November series.

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

Please check the syllabus page at www.cambridgeinternational.org/9489 to see if this syllabus is available in your administrative zone.



Version I

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

Why choose Cambridge?

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

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

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

Qualifications that are recognised and valued worldwide

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

Setting a global standard

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

Your path, your way

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

Learning with lasting impact

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

Improving learning outcomes through data-led insight and action

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

Bringing together a community of experts

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

Tackling the climate crisis together

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

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

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

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Important: Changes to this syllabus

For information about changes to this syllabus for 2027, 2028 and 2029, go to page 74

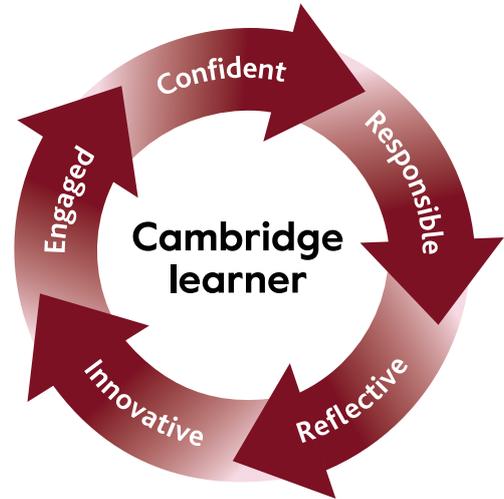
1 Why choose this syllabus?

Key benefits

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

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

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



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

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

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

responsible, acquiring knowledge and skills through independent reading and enquiry

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

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

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

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

Feedback from: Principal, Rockledge High School, USA

Key concepts

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

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

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

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

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

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

Qualifications that are recognised and valued worldwide

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

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

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

A choice of assessment routes

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

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

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

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

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

Learn more: www.cambridgeinternational.org/recognition

Supporting teachers

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

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

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

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

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

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

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

Professional development

Find the next step on your professional development journey:

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit www.cambridgeinternational.org/support-for-teachers

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers. Find out more at: www.cambridgeinternational.org/eoguide



2 Syllabus overview

Aims

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

The aims are to enable students to:

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

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

Feedback from: US Higher Education Advisory Council



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

Content overview

AS Level

For Papers 1 and 2, candidates study one of the following options:

European option: Modern Europe, 1774–1924

- France, 1774–1814
- Liberalism and nationalism in Germany, 1815–71
- Russia from autocracy to revolution, 1881–1924

American option: The history of the USA, 1820–1941

- The Civil War and Reconstruction, 1820–77
- The Gilded Age and the Progressive Era, 1870–1920
- The Great Crash, the Great Depression and the New Deal, 1920–41

International option: International history, 1870–1939

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

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

A Level

For Paper 3, candidates study one of the following topics:

Topic 1: The origins of the First World War

Topic 2: The Holocaust

Topic 3: The origins and development of the Cold War

For Paper 4, candidates study one of the following options:

European option: European history, 1919–41

- Mussolini's Italy, 1919–41
- Stalin's Russia, 1924–41
- Hitler's Germany, 1929–41

American option: The USA, 1945–93

- Truman, Eisenhower and post-war USA, 1945–61
- A time of challenges: the USA, 1961–74
- The USA, 1974–93

International option: International history, 1909–94

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

Assessment overview

Paper 1

Historical Sources 1 hour 15 minutes
40 marks

Candidates answer one two-part historical sources question on one of the options.

Candidates answer both parts of the question they choose.

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

Externally assessed

40% of the AS Level

20% of the A Level

Paper 3

Historical Interpretations 1 hour 15 minutes
40 marks

Candidates answer one historical interpretations question on one of the topics given in the syllabus.

Questions are based on the topics for paper 3.

Externally assessed

20% of the A Level

Paper 2

Outline Study 1 hour 45 minutes
60 marks

Candidates answer two two-part questions on one of the options. Candidates answer both parts of the questions.

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

Externally assessed

60% of the AS Level

30% of the A Level

Paper 4

Depth Study 1 hour 45 minutes
60 marks

Candidates answer two questions from a choice of three on one of the options.

Questions are based on the topics for paper 4.

Externally assessed

30% of the A Level

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

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

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

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

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

Assessment objectives

The assessment objectives (AOs) are:

AO1 Historical knowledge

Candidates should be able to:

- Recall, select and use appropriate historical knowledge.

AO2 Historical explanation, analysis and judgement

Candidates should be able to:

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

AO3 Historical sources

Candidates should be able to:

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

AO4 Historical interpretations

Candidates should be able to:

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

Weighting for assessment objectives

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

Assessment objectives as a percentage of the qualification

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

Assessment objectives as a percentage of each component

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

3 Subject content

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

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

Paper 1 and Paper 2

Within each of the AS Level options there are three topics. Each topic is divided into four key questions. Each key question is accompanied by content that candidates should understand and use when addressing the key question.

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

European option: Modern Europe, 1774–1924

1 France, 1774–1814

Candidates will not be expected to study foreign policy and military campaigns in detail but should understand their impact on events and policies within France.

1.1 What were the causes and immediate consequences of the 1789 Revolution?

- The Ancien Régime and pressure for change
 - Absolute monarchy and structure of royal government
 - French society: the Estate system, including
 - The discontent of the Third Estate
 - American War of Independence
 - The influence of the Enlightenment
 - Economic problems and attempts to deal with them up to 1787, including
 - Necker, Turgot and Calonne

continued

1.1 What were the causes and immediate consequences of the 1789 Revolution? continued

- The financial and political crisis, 1787–1789
 - The Assembly of Notables, including
 - Failure of Calonne’s reforms
 - Brienne and the involvement of the Parlement of Paris
 - Economic problems, including
 - Bad harvests and food shortage
 - Unemployment and price rises
 - Necker reappointed as Finance Minister
 - King’s decision to call the Estates-General, including
 - Cahiers de doléances
 - The meeting of the Estates-General
 - The National Assembly and the Tennis Court Oath
 - Louis’ refusal to carry out reform
- The outbreak of revolution
 - The Storming of the Bastille
 - The Great Fear
 - The August Decrees
 - The Declaration of the Rights of Man and of the Citizen
 - March of the Women

1.2 How and why did France become a republic by 1792?

- The revolutionary and counter-revolutionary groups
 - Aims of the revolutionary groups, including
 - The Jacobins, the Feuillants and the Girondins
 - Counter-revolutionary groups: reasons for failure
- Reforms
 - Financial, including
 - Assignats
 - Taxation reform
 - Local government
 - Justice
 - Church reforms

 continued

1.2 How and why did France become a republic by 1792? continued

- Political instability
 - Disagreement on the terms of the new constitution
 - The behaviour of the King and the flight to Varennes
 - The Champ de Mars
- From constitutional monarchy to republic
 - Legislative Assembly
 - Declaration of war on Austria, April 1792
 - September Massacres
 - The National Convention and abolition of the monarchy

1.3 How well was France governed in the period 1793–99?

- Instability, 1793–95
 - Problems facing France after the execution of Louis XVI, including
 - The influence of the sans-culottes
 - Disagreement within the Convention
 - The effects of war on France in 1793
 - New constitution, 1793 and the Committee of Public Safety
 - Robespierre and the reign of terror
 - Economic problems
 - The White Terror, 1794–95
 - The Parisian risings, 1795
 - The Directory, 1795–99
 - The Constitution of the Year III
 - Aims of the Directory
 - Problems facing the Directory
 - Success and failures of the Directory, including
 - Financial
 - Military
 - Political
-

1.4 What caused the rise and fall of Napoleon Bonaparte?

- Napoleon Bonaparte's military reputation and political ambitions
 - The coup of 1799
 - Napoleon's initiatives as first consul
 - Establishing authoritarian control
 - Means used, including
 - Setting up new ministries and a Council of State
 - Reform of the police force and the judiciary
 - Propaganda and censorship
 - Control of elections
 - Emperor Napoleon, 1804
 - Napoleon's domestic reforms
 - Legal: the Code Napoléon
 - Educational
 - Financial and economic, including
 - Bank of France
 - Taxation
 - Bread prices
 - Religious: the Concordat with the Roman Catholic Church
 - Reasons for Napoleon's fall from power
 - Declining popularity at home, including
 - Conscription and deteriorating economy
 - Effects of Napoleon's failure to defeat Britain, including
 - The failure of the Continental System
 - Outcome of the Peninsular War, 1808–14
 - Growth of nationalism in the Empire
 - The extent of his Empire by 1812
 - Outcome of the failure of the campaign against Russia
 - Impact of the defeat at Leipzig, 1813
 - Allies capture Paris, including
 - Abdication, 1814
-

2 Liberalism and nationalism in Germany, 1815–71

2.1 What were the causes of the Revolutions of 1848?

- The Congress of Vienna and the formation of the Confederation
 - Strengths and weaknesses of the Confederation
- The impact of Metternich's system on the States of Germany, including
 - The Carlsbad Decrees
- The influence of Liberal ideas
 - The aims of the Liberals
 - The emergence of the middle class
 - The extent of support for liberalism in Prussia
- The growth of nationalist ideas
 - The impact of the 1830 revolutions on German states
 - Support for nationalist ideas in the universities
 - Reactions to the growth of nationalist ideas
 - The Six Articles and Ten Articles, 1832
 - Reasons for the growth of nationalism in the 1840s
- The economic and political impact of
 - Prussian Customs Union and the Zollverein
 - Railway development
- Problems facing the German States in the 1840s
 - Economic and social problems in the 1840s, including
 - The economic crisis of 1846–47
 - Impact of urbanisation
 - Impact of industrialisation on skilled workers

2.2 What happened during the 1848–49 revolutions and what were their consequences?

- The spread of revolution in the German states
 - The fall of Metternich
 - Revolution in Prussia
 - Role of Friedrich Wilhelm IV of Prussia
- The Frankfurt Parliament
 - Formation and actions of the Parliament
 - Reasons for its collapse
 - Impact of the 1848 revolutions
- Reasons for the reassertion of Austrian control
 - The strength of the conservatives
 - Divisions between the revolutionaries
- Changing relations between Austria and Prussia after 1848
 - The humiliation of Olmütz

continued

2.2 What happened during the 1848–49 revolutions and what were their consequences? continued

- Economic issues, including
 - Disagreements over the Zollverein
 - Economic development and growth in Prussia
 - Economic and financial problems facing Austria
- Political issues, including
 - The growth of liberalism
 - Prussia's international position
 - Bismarck's role up to 1859 including his attitude towards Austria

2.3 Why was Bismarck appointed as Minister-President and what were his aims in the period up to 1866?

- The Constitutional Crisis
 - The accession of Wilhelm I
 - Proposals for army reforms and the reaction of the Liberals
 - The formation of the German Progressive Party
 - Bismarck's appointment and how he resolved the crisis
- The Congress of Princes, August 1863 and relations with Austria
- War with Denmark, 1864
 - Causes of the war
 - Reasons for Bismarck's involvement
 - The outcome including
 - Increased tensions between Germany and Austria
 - The Convention of Gastein
- Preparation for war with Austria
 - Meeting with Napoleon III at Biarritz
 - Secret alliance with Italy
 - Reasons why war broke out, including
 - Bismarck's proposal to the Federal Diet for a new constitution
 - Austria's violation of the Convention of Gastein
 - The outcome of the Seven Weeks' War, including
 - The Treaty of Prague
 - The formation of the North German Confederation
 - Liberals change their attitude to Bismarck
 - The Indemnity Bill, 1866

2.4 How and why was German unification achieved by 1871?

- Pressure from nationalists to complete the unification process
- Problem with the southern states, including
 - The Zollparlament
 - Lack of political unity
- Napoleon III's ambitions
 - The Luxemburg Crisis, including
 - Causes
 - Why Bismarck encouraged it
 - Outcome and effects on relations with France
 - The Hohenzollern candidature, including
 - Spanish crown accepted by Prince Leopold
 - Reaction of Napoleon III
 - The Ems Telegram
 - Declaration of war by France
- The Franco–Prussian War, 1870–71
 - Why Bismarck was in a strong position, including
 - Lack of international support for France and the weakness of the French army
 - The strength of the Prussian Army under General Moltke
 - Impact of the German victory at Sedan
 - Armistice agreed, 28 January 1871
 - Treaty of Frankfurt, 1871
- Creation of the German Empire, 1871
 - Concessions to the southern states
 - Wilhelm proclaimed Kaiser
 - Constitution of the new Reich

3 Russia from autocracy to revolution, 1881–1924

3.1 What challenges faced the Tsarist regime between 1881–94?

- How Russia was ruled in the period from 1881–94
 - Autocracy: the role of the Tsar, State Council and key ministries, the army, the Church
 - Reform and repression, including
 - Alexander III's policies
 - Russification
 - Repression
- The development of the Russian economy in the period from 1881–94
 - Economic developments, including
 - Bunge's policies
 - Industrialisation
 - Economic problems including taxation and famines

continued

3.1 What challenges faced the Tsarist regime in between 1881–94? continued

- Social change in the period from 1881–94
 - Social development, urban growth, development of the middle class
- The role of opposition
 - The development of opposition from the peasants and urban workers
 - Growth of Marxism

3.2 What were the causes and outcomes of the 1905 Revolution up to 1914?

- The causes of the 1905 Revolution
 - Discontent with the regime of Nicholas II, including
 - Resentment caused by the lack of political reform
 - Political opposition
 - The Socialist Revolutionaries
 - The Social Democrats
 - Economic problems, including
 - Bad harvests
 - Unemployment
 - Witte's policies
 - Taxation
 - Defeat in the Russo-Japanese War
 - The events and consequences of the 1905 Revolution
 - Bloody Sunday, strikes and unrest in 1905
 - The reactions of Nicholas II to the 1905 revolution, including
 - October Manifesto
 - The formation of the Duma
 - Reasons for the survival of the Tsarist regime
 - Nature and extent of opposition
 - The Fundamental Laws and the Dumas
 - Repression
 - The extent of changes in Russia between 1905 and the start of the First World War
 - Stolypin's agrarian reforms and their impact
 - Developments in industry and their impact
-

3.3 How and why did the Bolsheviks seize power in October 1917?

- The impact of the First World War on Tsarist rule
 - The impact of defeats in First World War on the Tsar's position
 - Weaknesses in the government during the war
- The causes and effects of the February Revolution
- Economic and social problems on the home front, including
 - Inflation
 - Food shortages
 - Land seizures
- Events of February 1917 leading to the abdication of the Tsar
- Formation and aims of the Provisional Government
- Reasons for the failure of the Provisional Government
 - Challenges facing the Provisional Government leading to its failure, including
 - Failure to end the war
 - Need for land reform
 - The July Days
 - Kornilov Revolt
 - Methods used by the Bolsheviks to seize power in October 1917, including
 - Bolshevik promises
 - Lenin's leadership
 - The role of the Petrograd Soviet and Trotsky
 - Military Revolutionary Committee
- The events of the October Revolution

3.4 How were the Bolsheviks able to consolidate their power up to 1924?

- Bolshevik policies, including
 - Establishment of Sovnarkom
 - Decrees on rights, workers' control, peace, land
 - Treaty of Brest-Litovsk
- The establishment of a dictatorship
 - The Cheka
 - The closure of the Constituent Assembly
- Reasons for the Bolshevik victory in the Civil War
 - Strengths of the Bolsheviks, including
 - Leadership
 - Popular support
 - Geographical factors
 - Unity and organisation
 - The introduction and impact of War Communism

continued

3.4 How were the Bolsheviks able to consolidate their power up to 1924? continued

- Weaknesses of the Whites, including
 - Leadership
 - Use of conscription
 - Issues of supply
 - Foreign intervention
 - The importance of the Kronstadt Mutiny
 - The Kronstadt Munity causes, events and impact
 - The introduction and impact of the New Economic Policy
-

American Option: The history of the USA, 1820–1941

4 The Civil War and Reconstruction, 1820–77

4.1 Why was there increasing tension between the North and the South before 1860?

- The differing social and economic structures of the South and North, including
 - Industry versus agriculture
 - Tariff issues
 - Missouri Compromise, 1820
- Impact of territorial expansion, including
 - Westward expansion
 - The absorption of Texas and the Mexican War, 1846–48
 - The Wilmot Proviso
 - Emergence of Free Soil ideology
- Problems arising from the implementation of the Compromise of 1850, including
 - Fugitive Slave Act
 - Kansas–Nebraska Act
 - ‘Bleeding Kansas’
 - Brooks–Sumner incident
 - Lecompton Constitution
- Changes in the party-political system, including
 - The decline of the Whig Party
 - The rise of the Republican Party
 - The Lincoln–Douglas debates
 - Splits within the Democratic Party

4.2 Why did the Civil War break out in April 1861?

- Growing strength of abolitionism and support for secession, including
 - The impact of ‘Uncle Tom’s Cabin’
 - John Brown and Harper’s Ferry
- Emerging notions of States’ Rights and ‘slave power’, including
 - The Dred Scott judgement
- The election campaigns of 1860 and reactions to the election results
- The failure of compromise and the attack on Fort Sumter, including
 - The stages of secession before and after Lincoln’s inauguration

4.3 Why did the Civil War last four years?

- The military strategies and military leadership of the two sides, including
 - The Anaconda Plan of the North
 - Defensive and offensive strategy of the South
 - The strengths and weaknesses of the military leadership of both sides
- The resources available to the two sides, including
 - Industry
 - Population
 - Infrastructure
- The political leadership of the two sides, including
 - The roles of Lincoln and Davis
 - Conscription, taxation and the management of resources
 - Retaining the support of the Border States
 - Reasons for, and consequences of, the Emancipation Proclamation
 - Limitations on civil liberties
- The role of foreign powers, including
 - Great Britain
 - France
 - Russia

4.4 What were the aims of Reconstruction and how successful was it?

- The problems facing the United States at the end of the Civil War, including
 - The conflicting views of the Radicals, Conservatives and Copperheads
 - Economic recovery and the management and reintegration of the South
- The roles of Lincoln, Johnson and Congress, including
 - Lincoln, the Wade-Davis Bill and his legacy
 - The policies of Johnson between 1865 and 1869
 - Congress and Radical Reconstruction
 - The reasons for, and impact of, the 13th, 14th and 15th Constitutional Amendments
- The changing position of former slaves and responses of the White South, including
 - The Freedmen's Bureau and sharecropping
 - Carpetbaggers, the Black Codes and the rise of the Ku Klux Klan
 - The rise in violence
 - The growing dominance of whites in the governments and legislatures of the South
- Grant's Reconstruction policies, the Compromise of 1877 and the end of Reconstruction, including
 - The Force Acts, the Amnesty Act, the Civil Rights Act and Grant's support for them
 - The reasons for, and the results of, the Compromise of 1877
 - The extent to which Reconstruction should be seen as a success or a failure

5 The Gilded Age and the Progressive Era, 1870–1920

5.1 Why was there rapid industrialisation after 1870?

- The impact of the Civil War on industrialisation, including
 - Opening of the West
 - Railroad expansion
 - Industrial expansion
- Population growth, including
 - Migration of emancipated slaves North and West
 - Mass immigration into the United States
- Availability of natural resources
 - Raw materials and food
 - Energy resources
 - Access to export markets
- Lack of regulation and support from State and Federal Governments, including
 - Tariffs
 - Money supply and availability of capital
 - Banking systems
- Technological innovation, including
 - Electrical power and the internal combustion engine
 - The typewriter and the telephone
 - US system of patents
 - Developments in steel production
- Contemporary social attitudes towards commercial growth and success

5.2 What were the consequences of the rapid economic growth after 1870?

- Industrial expansion and economic recessions, including
 - The nature and extent of industrial growth
 - The reasons for, and consequences of, the ‘Panics’
- The social impact of industrialisation and urbanisation, including
 - Living and working conditions
 - Housing
 - Health
 - The ‘Boss’ system
- The growth of trusts and monopolies, including
 - Impact on political parties, states and legislatures
 - Impact on the Federal government and the economy
 - The Robber Barons
- The rise of organised labour and the growth of populist movements, including
 - The National Labor movement
 - The Knights of Labor and the American Federation of Labor
 - Farm organisations and the Granger Movement
 - The Greenback Party

5.3 Why did the Progressive Movement develop and what were its aims and policies?

- The reasons for the growth of the reform movement, including
 - The work of the muckrakers
 - Temperance movement
 - The frequency of banking ‘panics’ and the concentration of wealth in the hands of the few
 - The impact of rapid and uncontrolled urbanisation and endemic corruption
 - The demand by women’s groups for radical social change and their participation in society and government
- Reforms in cities, states, Congress, Federal Government and political parties, including
 - Widening the franchise and reforming elections
 - Primary elections and the direct election of Senators
 - Civil Service reform
- The regulation of banking, business and industry, including
 - The recognition of labor unions
 - Regulation of working conditions
 - New controls over banks, insurance companies, trusts and the Stock Market

5.4 How successful was the Progressive Movement from 1890–1920?

- The role of the Presidents, Roosevelt, Taft and Wilson, including
 - The changing role of the presidency
 - The increasing intervention by the Federal Government in social and economic affairs
- The growth of regulation by city, state and federal governments, including
 - Transport, food and drugs and environmental protection
 - Working and living conditions
 - Banks, businesses, the stock market, monopolies and trusts
 - Anti-corruption measures
- The amendments to the Constitution
 - 16th amendment
 - 17th amendment
 - 18th amendment
 - 19th amendment
- The impact of pressure groups and the role played by women
- The remaining problems of the Progressive movement, including
 - The nature and extent of the legislation
 - Minorities
 - Gender inequality
 - Rural deprivation

6 The Great Crash, the Great Depression and the New Deal, 1920–41

6.1 What were the causes of the Great Crash and the Great Depression?

- The Republican administrations of 1921–29, including
 - Economic policy under the Harding and Coolidge administrations
 - The post-war economic boom
 - Unequal distribution of wealth
 - Urban/rural divide
- The causes of the Great Crash, including
 - A decline in confidence in the American economy
 - The stock market boom and lack of regulation
 - Speculation and the overvaluation of stocks
- The causes of the Great Depression, including
 - The impact of the First World War on the US and international trade
 - Structural weaknesses in the US economy and the banking system, the role of the Federal Reserve
 - Agriculture, the old and new industries, mass production and oversupply

6.2 What was the impact of the Great Crash and the Great Depression in the United States?

- The impact of the Great Crash, including
 - The drop in the value of shares and the crisis of confidence
 - Bankruptcy for banks, insurance companies and individuals
 - The demand for greater regulation
 - The impact of the Great Depression, including
 - Mass unemployment, agricultural depression, the collapse of industry
 - Deflation
 - The lack of welfare, Hoovervilles, employment discrimination and the impact on families and minorities
 - The response of the Hoover Administration to the Great Depression, including
 - The conflicting views over solutions to the Great Depression
 - The support for agriculture, home loans, the Reconstruction Finance Corporation (RFC) and the Relief and Reconstruction Act
 - The treatment of the Bonus Marchers and degree of support for welfare
 - The election of 1932 and creation of New Deal coalition
-

6.3 How successful was Roosevelt's first New Deal?

- The situation in March 1933 and the new administration
 - The growing crisis between January and March 1933
 - The new administration and the Brains Trust
 - The Democratic majority in Congress
- The First 100 Days, including
 - Congressional legislation
 - Executive actions
 - The new Administrations
- The Impact of the New Deal and the Alphabet Administrations, including
 - The support for agriculture, business and industry
 - The regulation of banking, finance, the stock market, agriculture and industry
 - The creation of jobs, the support for families and the destitute
- Critics and opponents of the New Deal and the impact of the Supreme Court decisions
 - Critics from the Left, including Socialists and Communists, Townsend, Coughlin and Long
 - Critics from the Right, including Republicans, Southern Democrats, industry, business and the press
 - The Supreme Court's rulings on the New Deal
 - Roosevelt's Court packing plan and his new appointments to the Court

6.4 Why was there a second New Deal and how successful was it?

- The election of 1936 and Roosevelt's political skills, including
 - Maintaining the New Deal coalition
 - The popularity of the New Deal and the nature of Democratic support
 - Roosevelt's communication skills and use of patronage
- The reasons for a second New Deal and its development, including
 - Roosevelt's motives for the legislation of 1935–37
 - The principal legislation of 1935–37
 - The impact and importance of the Second New Deal
- The recession of 1937–38, including
 - The causes of the recession
 - The impact on employment, business and society
 - The reasons for its decline
- The impact of the Second New Deal by 1941
 - Groups that benefitted from the New Deal
 - Groups who did not benefit from the New Deal
 - Changes to the role of the American government
 - Economic recovery

International option: International history, 1870–1939

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

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

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

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

- The Berlin Conference, 1884–85
 - Purpose, including
 - Pressures on Bismarck
 - Intentions of different powers
 - Outcome, including
 - Principle of ‘effective occupation’
 - Recognising King Leopold’s Congo claim
 - End of slavery
 - Free trade and navigation
- Rivalries between colonial powers, including
 - Between Britain and Germany, Weltpolitik and naval rivalry, tension over South Africa
 - Between France and Britain over the Sudan, the Fashoda Incident
 - Between France and Germany over Morocco

continued

7.2 What was the impact of imperial expansion on international relations? continued

- Attempts to resolve tensions between imperial nations after 1900, including
 - The end of Britain's 'splendid isolation' and the Anglo-French Entente
 - The Algeciras conference
 - The convention of November 1911 that ended the Agadir crisis
- The situation in 1914, including
 - The extent of European empires
 - Influence on European alliances
 - Contemporary views and verdicts

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

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

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

- Changing attitudes to overseas expansion, including
 - Impact of the closing of the frontier on US foreign policy
 - Development of naval power – Mahan's 'The Influence of Sea Power upon History', building of the Great White Fleet
 - Rapid economic growth
 - Economic cycle and the Panic of 1893
 - Building of the Panama Canal

continued

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

- Reasons for, and impact of, the Spanish–American War, 1898, including
 - Increasing US interest in Central and Latin America
 - Yellow journalism
 - Sinking the Maine
 - Taft and Dollar Diplomacy
- Reasons for, and impact of, the Philippine–American War, 1899–1902, including
 - US expansion into the Pacific
 - Controversy over US motives and actions
 - Filipino resistance
- Reasons for, and impact of, the USA’s entry into the First World War, including
 - US relations with Germany, Britain and France
 - Wilson’s policy and anti-war pressure groups
 - Actions of German U-boats and the sinking of the Lusitania
 - Zimmerman telegram
 - Impact of US intervention

8 International relations 1919–29: conflict and cooperation

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

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

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

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

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

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

8.4 How and why did international relations improve from 1924–29?

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

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

9.1 How did the rise of extremism affect international relations?

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

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

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

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

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

continued

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

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

9.4 Why did war break out in 1939?

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

Topics assessed on Paper 1 and Paper 2

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

Topics assessed in 2027

Paper 1	Paper 2
European option: Modern Europe, 1750–1924 <ul style="list-style-type: none"> France, 1774–1814 	European option: Modern Europe, 1750–1924 <ul style="list-style-type: none"> Liberalism and nationalism in Germany, 1815–71 Russia from autocracy to revolution, 1855–1924
American option: The history of the USA, 1820–1941 <ul style="list-style-type: none"> The Gilded Age and the Progressive Era, 1870–1920 	American option: The history of the USA, 1820–1941 <ul style="list-style-type: none"> The Civil War and Reconstruction, 1820–77 The Great Crash, the Great Depression and the New Deal, 1920–41
International option: International history, 1870–1939 <ul style="list-style-type: none"> Imperialism and the emergence of world powers, c.1870–1918 	International option: International history, 1870–1939 <ul style="list-style-type: none"> International relations, 1919–1929: conflict and cooperation International history, 1929–1939: the rise of extremism and the road to war

Topics assessed in 2028

Paper 1	Paper 2
European option: Modern Europe, 1750–1924 <ul style="list-style-type: none"> Liberalism and nationalism in Germany, 1815–71 	European option: Modern Europe, 1750–1924 <ul style="list-style-type: none"> France, 1774–1814 Russia from autocracy to revolution, 1855–1924
American option: The history of the USA, 1820–1941 <ul style="list-style-type: none"> The Great Crash, the Great Depression and the New Deal, 1920–41 	American option: The history of the USA, 1820–1941 <ul style="list-style-type: none"> The Civil War and Reconstruction, 1820–77 The Gilded Age and the Progressive Era, 1870–1920
International option: International history, 1870–1939 <ul style="list-style-type: none"> International relations, 1919–1929: conflict and cooperation 	International option: International history, 1870–1939 <ul style="list-style-type: none"> Imperialism and the emergence of world powers, c.1870–1918 International history, 1929–1939: the rise of extremism and the road to war

Topics assessed in 2029

Paper 1	Paper 2
<p>European option: Modern Europe, 1750–1924</p> <ul style="list-style-type: none"> Russia from autocracy to revolution, 1855–1924 	<p>European option: Modern Europe, 1750–1924</p> <ul style="list-style-type: none"> France, 1774–1814 Liberalism and nationalism in Germany, 1815–71
<p>American option: The history of the USA, 1820–1941</p> <ul style="list-style-type: none"> The Civil War and Reconstruction, 1820–77 	<p>American option: The history of the USA, 1820–1941</p> <ul style="list-style-type: none"> The Gilded Age and the Progressive Era, 1870–1920 The Great Crash, the Great Depression and the New Deal, 1920–41
<p>International option: International history, 1870–1939</p> <ul style="list-style-type: none"> International history, 1929–1939: the rise of extremism and the road to war 	<p>International option: International history, 1870–1939</p> <ul style="list-style-type: none"> Imperialism and the emergence of world powers, c.1870–1918 International relations, 1919–1929: conflict and cooperation

Paper 3

Candidates study **one** of the topics. They will be expected to develop an awareness of different interpretations on their chosen topic. By considering different interpretations, candidates should develop an understanding of the nature of the discipline of history, and the ways in which history is produced.

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

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

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

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

Topic 1: The origins of the First World War

Key question

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

Context

The historical context to which these interpretations will relate is the events and developments in the period c.1890–1914 leading to the outbreak of the First World War, including: tensions between the Great Powers, the alliance system, the growth of militarism, the arms race, instability in the Balkans, war plans, the assassination at Sarajevo and the July crisis, mobilisation and declarations of war.

Content

Candidates should consider how the following have shaped the debate about the causation of the First World War:

- How far was tension between the Great Powers likely to lead to war?
- How important were the decisions taken by key individuals in leading to war?
- How did Article 231 of the Treaty of Versailles have an impact on the debate about responsibility for war?
- How and why did the idea of 'shared responsibility' arise?
- How did the Second World War affect the debate?
- The Fischer thesis
- The German reaction to Fischer
- Challenges to Fischer
- Modern interpretations exploring the responsibility of nations other than Germany
- Relative importance of long-term and short-term factors
- How the centenary of the First World War affected the debate
- The importance of contingency over motive

Topic 2: The Holocaust

Key question

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

Context

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

Content

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

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

Topic 3: The origins and development of the Cold War

Key question

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

Context

The historical context to which these interpretations will relate is the events and developments in the evolution of the Cold War in Europe, 1941–49, including: tensions in the wartime alliance against the Axis powers, problems in peace-making at the end of the Second World War, Yalta and Potsdam conferences, increasing tensions in a divided Europe, the Truman Doctrine and the Marshall Plan, the Berlin Blockade and Airlift, the establishment of North Atlantic Treaty Organisation (NATO).

Content

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

- How far were inherent tensions between East and West bound to resurface in 1945?
- How important were the personalities of the leaders of the Great Powers in the evolution of the Cold War?
- How far were ideology, security and economics the factors which created Cold War tensions?
- Traditionalism: interpretations blaming the Soviet Union
- Revisionism: interpretations blaming the USA
- Post-Revisionism: interpretations blaming both or neither side
- How have the perspectives on the Cold War of Russian historians differed from those in the West?
- Reinterpretations of the Cold War in the light of new archival sources

Paper 4

Within each of the options there are three topics. Each topic is divided into four key questions. Each key question is accompanied by content that candidates should understand and use when addressing the key question.

European option: European history, 1919–41

1 Mussolini's Italy, 1919–41

1.1 How did Mussolini gain control of Italy?

- Problems facing Italy after the First World War, including
 - Impact of war on Italy
 - Responses to the post-war settlement – the 'Mutilated Victory'
 - The seizure of Fiume by d'Annunzio
 - Economic challenges – unemployment and inflation
 - Government instability and unpopularity
 - Biennio Rosso
 - Mussolini's appointment as prime minister in 1922, including
 - The development of policy programmes
 - Fasci de Combattimento
 - Squadristo
 - Establishment of a dual policy and the March on Rome
 - The role of Victor Emmanuel III and of the political and economic elites
 - The nature of the National government
 - The establishment of a dictatorship, 1922–26, including
 - Formation of Fascist Grand Council and Militia
 - Acerbo Election Law
 - The murder of Matteotti
 - The fascist movement and law on powers of Head of Government
 - Extent of fascist control by 1926, including
 - Levels of support
 - Opposition and dissent
-

1.2 How effectively did Mussolini govern Italy?

- The terror state and coercion, including
 - Methods to deal with opposition and dissent – OVRA, MVSN, special tribunals
 - Antisemitic laws, 1938
- Propaganda and censorship, including
 - Attempts to link fascist Italy with Ancient Rome
 - Personality cult
 - Ministry of Popular Culture
 - Control of mass media – newspapers, radio, cinema
 - Rallies
 - Use of art and culture
 - Sporting success
 - Extent, impact and success of propaganda
- The nature of fascist government, including
 - Fascist institutions – Duce, PNF, Fascist Grand Council
 - Central government – king, cabinet, parliament, police, civil service, judiciary
 - Prefects, podestas
- Mussolini's foreign policy, including
 - Aims – restoring Italy's international prestige, control of the Mediterranean, expansion of empire in Africa
 - Methods – international diplomacy and alliances, Corfu, Albania, invasion of Abyssinia
 - Extent of success – individual successes and failures, overall achievement of aims

1.3 How successful were Mussolini's economic policies?

- Attempts to modernise Italian economy, including
 - Aims and development of economic policy
 - Di Stefani and orthodox policies
 - Economic battles – lira, grain, marshes
 - Autarky
 - Outcomes and extent of success
- Responses to the Great Depression, including
 - The impact of the Great Depression on Italy's economy
 - Government intervention – IMI and IRI, roles and impact
 - Public works
- Corporate State, including
 - Aims – the 'Third Way'
 - Creation through Vidoni Pact, Rocco Law, Ministry of Corporations, Charter of Labour, National Council of Corporations
 - Outcomes
- Living standards, including
 - Welfare system – health, pensions, employment levels, childcare
 - Levels of pay, working hours and consumption

1.4 How far did Mussolini transform Italian society?

- Impact on women and young people of fascist policies, including
 - Fascist attitudes towards women
 - Aims to increase birth rate and population
 - Attempts to limit employment of women
 - Battle for Births – propaganda, incentives, abortion, contraception and divorce, outcomes
 - Indoctrination of youth through education and youth movements
 - Gentile’s reforms
 - Curriculum and textbook changes
 - Control over teachers
 - Fascism and university education
 - ONB – aims, organisation, activities and outcomes
- Religious policies, including
 - Mussolini’s early anti-clericalism and changing policies
 - Lateran Treaties, impact and significance
 - Examples of church support for the regime
 - Growing tensions between church and state in 1930s over Catholic Action and antisemitism
- Impact of fascist organisations, including
 - OND – structure, aims, organisation and outcomes
 - Impact of Reform of Customs
- Extent of opposition to regime, including
 - Strikes and demonstrations, Communist Party
 - Justice and liberty
 - Non-conformity
 - Assassination attempts

2 Stalin’s Russia, 1924–41

2.1 How did Stalin gain control of the Soviet Union?

- The power vacuum following Lenin’s death, including
 - The nature of leadership of the party – collective leadership
 - Lenin’s Testament and funeral
- The strengths and weaknesses of the candidates, including
 - Respective personalities and appeal of Stalin, Trotsky, Bukharin, Kamenev, Rykov, Tomsky and Zinoviev
 - Stalin’s use of roles within party such as General Secretary
- Ideological differences and the power struggle, including
 - Arguments relating to economic development – New Economic Policy (NEP) versus industrialisation
 - Socialism in One Country versus Permanent Revolution
 - Changing alliances
- Repression and propaganda to 1929, including
 - The beginning of the cult of personality – ‘Lenin’s disciple’
 - Machinery of repression

2.2 How effectively did Stalin govern the Soviet Union?

- Terror and the Purges, including
 - Reasons for the Terror and Purges
 - Opposition to Stalin and Kirov's murder
 - Role of NKVD
 - Show trials
 - Yezhovshchina – forced labour and gulags, purge of the armed forces
- The Cult of Personality, including
 - The development of the Stalin cult
 - Propaganda methods – aims and impact
- Stalin's leadership, including
 - The nature of Stalin's leadership and the Stalin Constitution
- Aims and impact of foreign policy, including
 - Relations with Germany
 - Search for collective security – Comintern, League of Nations, France and Czechoslovakia
 - Intervention in Spanish Civil War
 - Policies towards China and Japan
 - Nazi–Soviet Pact

2.3 How successful were Stalin's economic policies?

- Reasons for the Great Turn, including
 - Security from invasion
 - Achievement of self-sufficiency
 - Creation of a fully socialist society and economy
 - Enhancing Stalin's control
- Agricultural policies – collectivisation, including
 - Reasons for collectivisation
 - Voluntary and forced collectivisation
 - State farms
 - The impact and extent of success – forced requisitioning, famine and agricultural yields
 - Dekulakisation
- Industrial policies – Five Year Plans, including
 - Reasons for industrialisation
 - Gosplan
 - The organisation, aims and results of the first three Five Year Plans
 - Construction of industrial centres and major projects
 - Stakhanovite movement
- Living standards, including
 - The living and working conditions of managers and workers in urban areas
 - Wage differentials and incentives
 - Workplace discipline
 - Housing and consumer items

2.4 How far did Stalin transform soviet society?

- Women and the family, including
 - The Great Retreat and policies towards marriage, divorce and childbirth
 - Women's role in the workplace – opportunities and limitations
 - Treatment of national groups within the Soviet Union
- Youth and education, including
 - Education reforms and impact – relating to primary, secondary and higher education
 - 1936 Great Retreat and reversal of earlier reforms
- Cultural changes, including
 - Cultural Revolution
 - Socialist Realism in art, music, literature and cinema – aims and impact
- Religious policies, including
 - Repression towards organised religion
 - Impact and continued influence of the Church on society

3 Hitler's Germany, 1929–41

3.1 How did Hitler gain control of Germany?

- Problems facing Weimar governments, including
 - Impact of the Great Depression on Germany
 - Unpopularity of Müller and Brüning's Weimar governments
 - Rise of communism
- Reasons for the growth of support for the Nazis, 1929–32, including
 - The appeal of Hitler
 - The role of the SA
 - Nazi propaganda and promises
 - Elite support
- Hitler's appointment as Chancellor, 1933, including
 - The elections of 1932
 - Von Schleicher's government
 - Hindenburg and von Papen's actions in 1933
- Hitler's consolidation of power and creation of a dictatorship, 1933–34, including
 - The Reichstag Fire and subsequent repression
 - March 1933 election
 - Enabling Act
 - Night of the Long Knives
 - Hindenburg's death and the army oath of loyalty

3.2 How effectively did the Nazis govern Germany?

- The terror state, including
 - Examples of repression such as Gestapo
 - Block wardens
 - Police and SD
 - Judiciary and courts
 - SS
 - Concentration camps
- Propaganda, including
 - Goebbels and Ministry of Propaganda and Enlightenment
 - Control of the media – radio, newspapers, film, art and culture
 - Nuremberg Rallies
 - 1936 Olympics
- Extent of opposition to regime, including
 - Opposition from youth, including Swing movement and Edelweiss Pirates
 - Church, including the Confessing Church, PEL, Galen
 - Political opposition from the left-wing
 - Passive resistance
- Nazi foreign policy, including
 - Aims – reversal of Treaty of Versailles, pan-Germanism, Lebensraum, defeating communism
 - Methods – leaving League of Nations
 - The remilitarisation of the Rhineland, Anti-Comintern Pact, Anschluss, Sudetenland and Czechoslovakia, Nazi–Soviet Pact, invasion of Poland, Operation Barbarossa
 - Extent of planning and consistency in policies

3.3 How successful were Nazi economic policies?

- Responses to the Great Depression, including
 - Schacht's deficit financing schemes and Mefo Bills
 - Public works programmes such as the autobahn network
 - Reich Labour Service
 - Law for Reduction of Unemployment
- Agricultural policies, including
 - The use of, and impact of, tariffs
 - Reich Food Estate
 - Reich Entailed Farm Law
- Rearmament and autarky, including
 - Schacht's New Plan, 1934
 - Goering's Four Year Plan and creation of war economy
 - Development of key war industries
 - The debate about guns or butter

continued

3.3 How successful were Nazi economic policies? continued

- Living standards, including
 - Employment rates
 - Working hours
 - Rates of pay
 - Labour Front (DAF) and loss of trade union representation
 - Strength through Joy (KdF) and Beauty of Work

3.4 How far did the Nazis transform German society?

- Impact on women of Nazi policies, including
 - Views on women's domestic roles – Kinder, Küche, Kirche
 - Attempts to reduce women's involvement in the workplace
 - Efforts to increase the birthrate such as Motherhood Cross and Marriage Loans
 - Changes to attitudes to women in work from 1937
 - Impact on young people of Nazi policies, including
 - Education – syllabus and textbook changes, control of teachers, creation of new schools, university education
 - Youth groups – Hitler Youth, BDM, indoctrination, military training, levels of attendance and compulsion
 - Religious policies, including
 - Concordat with Catholic Church
 - Reich Church, Bishop Müller and German Christians
 - German Faith Movement
 - Persecution of Jews and other minorities, including
 - Nazi race theories – Social Darwinism and eugenics
 - Other reasons for persecution of Jews, such as World War I and Great Depression
 - Ways in which Jews were persecuted including boycotts, Nuremberg Laws, Kristallnacht
 - Other minorities – homosexuals, Jehovah's Witnesses, Roma, mentally and physically disabled, reasons for persecution and examples of persecution
-

American option: The USA, 1945–93

4 Truman, Eisenhower and post-war USA, 1945–61

4.1 How well did Truman deal with the internal issues facing post-war US?

- The impact of Truman's Fair Deal policies, including
 - Welfare and social reforms: healthcare, education, housing
 - Economic policies
 - Employment policy: minimum wage, price controls, support for farmers
 - Infrastructure: land reclamation, hydro electric power, slum clearance
- The challenges of McCarthyism and the Red Scare
 - Reasons for fear of Communism: concerns about infiltration and spying, external factors such as Soviet expansion
 - Party politics and the support for McCarthy, House Un-American Activities committee hearings and their effect
 - Reasons for decline of McCarthy's influence
- The reasons for Truman's election victory in 1948, including
 - Truman's personality and campaigning
 - Winning over key elements in New Deal coalition by measures to help African Americans and farmers
 - Conservative approval for Cold War policies and anti-Communism
 - Dewey's personality and nature of Republican campaign
- Truman's promises and actions on Civil Rights
 - Problems facing African Americans in post-war period
 - Opposition among Southern Democrats
 - Truman's measure to end discrimination
 - Truman's relationship with Civil Rights groups

4.2 How effective was Eisenhower as President?

- The reasons for Eisenhower's election victories
 - Presidential election of 1952: personal appeal, use of TV, anti Communism, promise to resolve Korean War, limitations of Democrats
 - Presidential election 1956: impact of handling of Suez and Hungary, support from African Americans, personal appeal, prosperity of 1950s, Democrat opposition
- Eisenhower's domestic policies
 - 'Modern Republicanism': increases in social security; low-cost housing; minimum wage
 - Department of Health, Education and Welfare
 - Infrastructure: Interstate Highway program
 - Balanced budget and fiscal policy
 - Concerns about the military-industrial complex

continued

4.2 How effective was Eisenhower as President? continued

- The developments of Civil Rights movement and the response of Federal Government
 - Impact of civil rights organisations and individuals including NAACP, Rosa Parks and the Montgomery Bus Boycott, Sit-ins and SNCC
 - Martin Luther King Jr and SCLC
 - Supreme Court Decisions including Brown versus Topeka Board of Education
 - Federal Government responses to attempts to block desegregation, Little Rock
 - Civil Rights legislation, 1957

4.3 How far were the years 1945–61 ones of economic and social change?

- The impact of consumerism and urbanisation
 - Economic impact of growth in demand for consumer products; growth of domestic market and services
 - Technological developments
 - Impact on credit and debt
 - Social impacts of consumer culture
 - Urban growth: rural urban divide, inner city problems, suburban growth
 - Changing role and status of women
 - Impact of economic growth and demand for labour
 - Impact of more education
 - Impact of suburban culture and desire for return to pre-war ‘normal’
 - Role of feminism
 - The development of a youth culture
 - Role of wartime impact on family life and more parents working in 1950s
 - Role of development of consumerism and products and marketing directed at the young
 - Role of media – TV and movies
 - Role of popular music
 - Prosperity and poverty in the 1950s
 - Reasons for greater prosperity in 1950s – GI Bill, defence spending, rising demand, technology, infrastructure spending
 - Reasons for continuing poverty: differential between unionised industries, rural poverty in south and southwest, inner city decline as suburban growth developed, unskilled workers and discrimination in pay for women and ethnic minorities
-

4.4 How different were the foreign policies of Truman and Eisenhower?

- Truman and the policy of containment
 - Truman's concerns about Soviet expansion; Potsdam Conference
 - State of post war Western Europe and Marshall Aid; Greece and Truman Doctrine
- The issue of Germany
 - Post-war division of Germany and tensions between victor powers; Berlin Blockade causes, course and consequences
 - Creation of two Germanies
 - Berlin Crisis, 1958–59
- The significance of US involvement in Korea
 - Division of Korea 1945 and US policy towards South Korea
 - US reaction to invasion of South Korea, 1950
 - US participation in Korean War and decision to invade North Korea
 - Impact of Korean War on US policy in Asia
- Eisenhower's foreign policy – a change in direction?
 - Policy in South Asia – Korea, Vietnam
 - Policy towards USSR – defence policy and dependence on nuclear deterrent, relations after 1953, peaceful co-existence, Geneva Summit, meeting with Khrushchev, U2 affair, Hungary
 - Policy towards Middle East – Iran and Suez
 - Latin America – Guatemala and Cuba

5 A time of challenges: the USA, 1961–74

5.1 How significant were the presidencies of Kennedy, Johnson and Nixon for the USA?

- The reasons for Kennedy's election victory in 1960, including
 - Kennedy's New Frontier
 - Kennedy's youth
 - Kennedy's campaigning tactics and skills
 - The importance of Johnson
 - Nixon's campaign and the importance of the African American vote
- Kennedy's domestic policies and the New Frontier
 - Measures to stimulate the economy
 - Support for the poor
 - Housing and welfare reforms
 - Healthcare
 - Education
 - Equal rights for women
 - Support for farmers
 - Civil rights

continued

5.1 How significant were the presidencies of Kennedy, Johnson and Nixon for the USA? continued

- Johnson and the policies of the Great Society
 - Johnson’s vision of a Great Society
 - The war on poverty
 - Medical care
 - Civil rights
 - Education reform
 - Urban renewal, rural development, environmental initiatives
 - Reasons for opposition to the reforms
 - The impact of the reforms
- The domestic policies of Nixon and his fall from power
 - Reasons for Nixon’s election victory in 1968, the New Economic Policy and New Federalism
 - Environmental reforms
 - Civil Rights
 - Watergate and Nixon’s resignation in 1974

5.2 How well did US governments deal with Cuba and Vietnam?

- Kennedy and the Cuban Missile Crisis
 - Kennedy’s view of the Castro regime; the importance of the Bay of Pigs
 - Discovery of Soviet missiles in Cuba and Kennedy’s options
 - The exchanges between Kennedy and Khrushchev
 - The outcomes for the US, relations with the USSR
- Reasons for US involvement in Vietnam
 - The Geneva Accords 1954 and the situation in Vietnam
 - Fears of Communism – Eisenhower and the Domino Theory
 - US support for Ngo Dinh Diem’s regime and its fall
 - Reasons for increased US military involvement under Kennedy
- Escalation under Johnson and US strategy in Vietnam
 - The Gulf of Tonkin Incident, 1964
 - Escalation in 1965: increase in troops numbers
 - The effectiveness of US tactics in South Vietnam 1965–68
 - Bombing and Operation Rolling Thunder
- US withdrawal and the ending of the war
 - The role of the US media, My Lai, different attitudes in the US towards the war
 - The importance of the Tet Offensive
 - Nixon’s policy and promise of peace with honour
 - Increase in bombing, invasion of Cambodia
 - Vietnamisation and the withdrawal of US troops
 - The Paris peace talks
 - The fall of Saigon

5.3 How much progress was made in achieving civil rights for African Americans?

- The methods and achievements of civil rights organisations
 - The ideas and methods of Martin Luther King and civil rights organisations
 - The Birmingham Campaign 1963 and its consequences
 - The Washington March
 - The Freedom Riders
 - The Mississippi Freedom Summer Project and the reaction to it
 - Bloody Sunday and the Selma to Montgomery, March 1965
- Opposition to civil rights
 - Attempts by state officials in the South to stop African Americans from registering to vote
 - The actions of local authorities against civil rights including Bull Connor and Governor Wallace in Alabama
 - Opposition of Southern Congressmen
 - Local citizens groups and reasons for popular opposition
 - The activities of the Ku Klux Klan in the 1960s
- The role of federal institutions in improving civil rights
 - The importance of actions by the executive before 1964
 - Political change: the Civil Rights Acts, 1964 and 1968, the Voting Rights Act, 1965
 - Social policies: the Fair Housing Act, 1968, the Equal Employment Opportunity Act 1972
 - Rulings of the Supreme Court including that against laws banning interracial marriage, 1967

5.4 Why were there challenges to authority?

- The aims, methods and achievements of the Feminist Movement
 - The influence of leading campaigners including Betty Friedan, the formation and aims of NOW
 - The activities and impact of the women's liberation movement
 - The Roe versus Wade judgement, 1973
 - Opposition to the women's movement
- Alternative approaches by African Americans
 - Malcom X and the Nation of Islam
 - Stokely Carmichael and the growth and impact of the Black Power movement
 - Bobby Seale and Huey Newton and the Black Panther Movement: its political activities and social programmes
 - Opposition to Black Power

continued

5.4 Why were there challenges to authority? continued

- The emergence of identity politics
 - Discrimination and the struggle for lesbian, gay and transgender rights, Stonewall 1969, the formation and impact of the Gay Liberation Front and the Gay Activist Alliance
 - Problems facing Native Americans
 - The American Indian Movement
- Popular protests and the reaction of the authorities
 - The anti-Vietnam demonstrations including the Democratic National Convention, 1968 and the reaction of Mayor Daley
 - The impact of the Kent State killings
 - Inner city riots including the Watts riots and the 1968 riots following Martin Luther King's assassination

6 The USA, 1974–93

6.1 How significant were the problems facing the US in the late 1970s?

- Ford's response to the problems facing the US
 - Responses to problems of stagflation, unemployment, fiscal policy, policies towards energy
 - Responses to social divisions such as opposition to busing
 - Responses to post-Watergate loss of trust in politics
- Reasons for Carter's victory in 1976 and his domestic policies, including
 - Carter's personal appeal and disillusion with Republicans
 - Presidential style, fiscal policy, energy problems and responses including Energy Security Act
 - Relations with Congress, decline of reputation
- The rise of the New Right
 - Influence of religious groups including evangelical Christians
 - Reaction against social change including abortion, gay rights
 - Opposition to the counter culture
 - Ending of consensus on role of state in economic policy
- Reasons for Reagan's election victory in 1980, including
 - Reagan's personal appeal
 - Economic issues and spreads of alternative supply side economic doctrines
 - Perceived failures of Carter at home and abroad
 - Social change and impact of the rise of New Right

6.2 How great was the impact of the New Conservatism, 1981–92?

- Reaganomics in theory and practice
 - Key features of Reaganomics and neo liberal economic theory
 - Reasons for the end of Keynesian consensus; impact of tax cuts and deregulation
 - Extent of reduction of federal spending
- The impact of Reagan’s domestic policies on the American people
 - Impact of tax policies and budget cuts
 - Policy to Trade Unions and Air Traffic Controllers’ Strike
 - Social issues – policy towards Civil Rights and AIDs
 - Deregulation and role and scope of the Federal Government
- Bush’s domestic policies and the 1992 election
 - Fiscal policies and reaction to high levels of federal debt
 - Social reforms including Disabilities Act, 1990 and Clean Air Act, 1990
 - Relations with Congress
 - Election of 1992 – including: recession, impact of candidacy of Ross Perot, Dan Quayle, Clinton’s appeal
- The failure of the Democrats in the 1980s
 - ‘Civil War’ between Carter and Kennedy
 - Divisions in the 1980s between radicals and more conservative elements
 - Problems faced by Mondale in modernising the party
 - Ongoing electoral weaknesses in the South

6.3 How effective were Carter’s foreign policies 1977–81?

- Carter’s attempts to use foreign policy to promote human rights
 - Carter’s view of human rights as an issue in foreign policy
 - Relations with the Somoza regime in Nicaragua
 - Relations with the Pinochet Regime in Chile
 - Relations with Brazil and Argentina
- Carter and the Middle East – the Camp David Accords
 - US aims in the Middle East and Geneva Peace Conference
 - Change in policy from Kissinger’s shuttle diplomacy
 - Reactions to Sadat’s diplomacy
 - Nature and outcome of Camp David meeting
- Iran and the hostage crisis
 - US relations with Iran since 1975
 - Nature and significance of hostage crisis
 - Carter’s policy and outcome

6.4 Why did relations between the US and the USSR change?

- Attempts at détente, 1972–79
 - US motives for détente
 - Origins and nature of SALT I, 1972
 - Nature and importance of Helsinki Accords, 1975
 - Extent and importance of technical and economic cooperation, 1975–79
 - Reasons for the failure of détente
 - Importance of ideology in the Second Cold War
 - Impact of Afghanistan invasion
 - Change of leadership
 - New defence policy
 - Failure of ratification of SALT II
 - The Reagan Doctrine and rollback
 - Reasons for and aims of Reagan Doctrine and rollback interventions
 - US policy in Nicaragua – causes, nature and consequences
 - US intervention in Afghanistan – causes, nature and consequences
 - US intervention in Angola – causes, nature and consequences
 - Reagan and Gorbachev
 - Significance of Gorbachev’s policies for relations with US
 - Influence of Reagan’s policies in bringing about change in Soviet regime
 - Changing policy of US towards the Soviet regime
-

International option: International history, 1909–94

7 The Soviet Empire in Eastern Europe, 1953–91

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

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

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

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

continued

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

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

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

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

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

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

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

8.1 How was the apartheid state established in South Africa and what was its impact 1948–59?

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

continued

8.1 How was the apartheid state established in South Africa and what was its impact 1948–59? continued

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

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

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

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

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

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

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

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

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

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

9.2 What factors led to the formation of Malaysia?

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

continued

9.2 What factors led to the formation of Malaysia? continued

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

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

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

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

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

4 Details of the assessment

Candidates take Papers 1, 2, 3 and 4.

Paper 1 Historical sources

Written paper, 1 hour 15 minutes, 40 marks

Candidates answer **one** question on one of these options:

- European option: Modern Europe, 1774–1924
- American option: The history of the USA, 1820–1941
- International option: International history, 1870–1939.

The topics within these options will rotate year-on-year. Please refer to the instructions on pages 37–38 to check which topics are assessed in each year.

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

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

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

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

Candidates must answer both parts of the chosen question.

Paper 1 tests the following assessment objectives:

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

Part (a) questions

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

Read Sources **A** and **B**. Compare these two sources as evidence about the Sherman Anti-Trust Act.

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

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

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

Part (a) questions are marked using the Paper 1 Table A marking grid published in the specimen Paper 1 mark scheme which accompanies the syllabus. This is available on the syllabus page at www.cambridgeinternational.org/9489 and our School Support Hub.

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

Part (b) questions

Part (b) questions are worth 25 marks.

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

Read **all** the sources. How far do these sources agree that economic problems were responsible for the growth of discontent before the Revolution?

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

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

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

Part (b) questions are marked using the Paper 1 Table B marking grid published in the specimen Paper 1 mark scheme which accompanies the syllabus. This is available on the syllabus page at www.cambridgeinternational.org/9489 and our School Support Hub.

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

Paper 2 Outline study

Written paper, 1 hour 45 minutes, 60 marks

Candidates answer **two** questions from one section only. Candidates answer all the parts of the chosen questions.

Questions are based on the subject content for Paper 2.

- Section A: European option: Modern Europe, 1774–1924
- Section B: American option: The history of the USA, 1820–1941
- Section C: International option: International history, 1870–1939.

The topics within these options will rotate year-on-year. Please refer to the instructions on pages 37–38 to check which topics are assessed in each year.

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

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

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

Paper 2 tests the following assessment objectives:

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

Part (a) questions

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

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

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

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

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

Part (a) questions are marked using the Paper 2 Table A marking grid published in the specimen Paper 2 mark scheme which accompanies the syllabus. This is available on the syllabus page at www.cambridgeinternational.org/9489 and our School Support Hub.

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

Part (b) questions

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

To what extent were government policies responsible for the Great Depression?

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

Part (b) questions use the command phrases:

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

Part (b) questions are marked using the Paper 2 Table B marking grid published in the specimen Paper 2 mark scheme which accompanies the syllabus. This is available on the syllabus page at www.cambridgeinternational.org/9489 and our School Support Hub.

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

Paper 3 Historical interpretations

Written paper, 1 hour 15 minutes, 40 marks.

Candidates will select one question from one of the following options:

- Topic 1: The origins of the First World War
- Topic 2: The Holocaust
- Topic 3: The origins and development of the Cold War

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

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

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

Paper 3 tests the following assessment objectives:

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

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

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

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

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

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

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

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

The questions are marked using the Paper 3 marking grids published in the specimen Paper 3 mark scheme which accompanies the syllabus. This is available on the syllabus page at www.cambridgeinternational.org/9489 and our School Support Hub.

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

Paper 4 Depth study

Written paper, 1 hour 45 minutes, 60 marks

Candidates will answer **two** questions from one section only:

- European option: European history, 1919–41
- American option: The USA, 1945–93
- International option: International history, 1909–94

Questions are based on the subject content for Paper 4.

Paper 4 tests the following assessment objectives:

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

Each question will be worth 30 marks. For example:

Evaluate the view that Hitler's consolidation of power in the years 1933 and 1934 was a 'legal revolution'.

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

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

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

'Assess' – make an informed judgement

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

Paper 4 questions are marked using the Paper 4 marking grids published in the specimen Paper 4 mark scheme which accompanies the syllabus. This is available on the syllabus page at www.cambridgeinternational.org/9489 and our School Support Hub.

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

Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
Assess	make an informed judgement
Compare	identify/comment on similarities and/or differences
Evaluate	judge or calculate the quality, importance, amount, or value of something
Explain	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence

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

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

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

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

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

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

For additional guidance on the use of the command words and phrases in the assessment see the information on Papers 1, 2, 3 and 4 in this Section 4 Details of assessment.

5 What else you need to know

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

Before you start

Previous study

We recommend that learners starting this course should have completed a course in history equivalent to Cambridge IGCSE™ or Cambridge O Level.

Guided learning hours

We design Cambridge International AS & A Level syllabuses to require about 180 guided learning hours for each Cambridge International AS Level and about 360 guided learning hours for a Cambridge International A Level. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/9489

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

You can enter candidates in the June and November exam series.

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

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

Combining with other syllabuses

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

- Cambridge International AS Level US History to 1877 (8101) (US only)
- Cambridge International AS Level US History since 1877 (8102) (US only)
- Cambridge International AS & A Level European History (9981) (US only)
- Cambridge International AS & A Level International History (9982) (US only)
- syllabuses with the same title at the same level.

Group awards: Cambridge AICE Diploma

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

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

Making entries

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

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

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

Retakes and carrying forward marks

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

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

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

Language

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

Accessibility and equality

Syllabus and assessment design

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

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

Access arrangements

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

Important:

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

- For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment.
- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. All applications should be made by the deadlines published in section 1.3 of the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Contact us at the start of the course to find out if we can approve an access arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

After the exam

Grading and reporting

Grades a, b, c, d or e indicate the standard a candidate achieved at Cambridge International AS Level. 'a' is the highest and 'e' is the lowest grade.

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

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

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

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

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

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

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

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

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

How students, teachers and higher education can use the grades

Cambridge International A Level

Assessment at Cambridge International A Level has two purposes:

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

Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

- 1 to measure learning and achievement
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 to show likely future success
The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.
The outcomes help students choose the most suitable course or career
The outcomes help decide whether students part way through a Cambridge International A Level course are making enough progress to continue
The outcomes guide teaching and learning in the next stages of the Cambridge International A Level course.

Changes to this syllabus for 2027, 2028 and 2029

The syllabus has been reviewed and revised for first examination in 2027.

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

Changes to syllabus content

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

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

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

AS Level Papers 1 and 2:

- European option topic removed: The Industrial Revolution in Britain, 1750–1850
- International option topic removed: China and Japan, 1912–45

A Level Paper 4:

- European option topic removed: Britain, 1919–39
- International option: the content of this option has been revised throughout. Some of the existing content has been retained and reorganised in the new topics introduced (see below). Topics removed:
 - US–Soviet relations during the Cold War, 1950–91
 - Decolonisation, the Cold War and the UN in Sub-Saharan Africa, 1950–92
 - The spread of communism in East and Southeast Asia, 1945–91
 - Conflict in the Middle East, 1948–91

The following topics are introduced for first exams in 2027.

A Level Paper 4:

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

Changes to the American option content for first exams in 2027:

Content in the American option has been restructured at both AS and A level. Some content has been removed and some content has been added.

Changes to syllabus content
continued**Overview of changes to AS Level Papers 1 and 2:****European option:**

- France, 1774–1814 – the date range has changed, the key questions have been amended and there are minor content changes.
- Liberalism and nationalism in Germany, 1815–71 – the key questions have been amended and there are minor content changes.
- Russia from autocracy to revolution, 1881–1924 – the date range has changed, the key questions have been amended and there are minor content changes.

American option:

- Unlike the European and International options where discrete topics have been removed, in the American option, all previous topic areas have been revised, some sections have been removed and the content has been restructured from four topics to three.
- The Civil War and Reconstruction, 1820–77 – this topic has elements of the first two topics on the previous syllabus combined. Please see subject content for specific detail.
- The Gilded Age and the Progressive Era, 1870–1920 – the key questions have been amended, the content has been restructured and there are minor content changes.
- The Great Crash, the Great Depression and the New Deal, 1920–41 – the key questions have been amended, the content has been restructured and there are minor content changes.

International option:

- Imperialism and the emergence of world powers c.1870–1918 – the key questions have been amended and there are minor content changes.
- International relations, 1919–29: conflict and cooperation – the key questions have been amended and there are minor content changes.
- International history, 1929–39: the rise of extremism and the road to war – there have been minor amendments to the content.

Overview of changes to A Level:

Paper 3: there have been no changes to the content for Paper 3.

Paper 4

European option: European history, 1919–41

- Mussolini's Italy, 1919–41 – there have been minor amendments to the key questions and there are minor content changes.
 - Stalin's Russia, 1924–41 – there have been minor amendments to the key questions and there are minor content changes.
 - Hitler's Germany, 1929–41 – there have been minor amendments to the key questions and there are minor content changes.
-

Changes to syllabus content
continued**American option: The USA, 1945–93**

- In the American option, all previous topic areas have been revised, some sections removed and the content restructured from four topics to three. The previous topics focused on different decades and foreign policy in the United States. The new topics are titled as follows:
- Truman, Eisenhower and post-war USA, 1945–61
- A time of challenges: the USA 1961–74
- The USA, 1974–93

International option: International history, 1909–94

- In the International option, there has been considerable change. All the topics are new, although there is some overlap, as indicated below:
 - New topic: The Soviet Empire in Eastern Europe, 1953–91 includes some content from the previous topic: US–Soviet relations during the Cold War, 1950–91
 - New topic: End of minority rule in South Africa and Zimbabwe, 1948–94
 - New topic: The route to independence: Malaysia and Indonesia c.1909–67

Changes to assessment (including changes to specimen paper)

- At AS Level, the number of topics has been reduced from four to three. Candidates are assessed on one topic for Paper 1 Historical Sources (see Rotation of Topics) and the remaining two topics are assessed in Paper 2 Outline Study. The structure of the papers remains the same.
- At A Level, in Paper 4 the number of topics has been reduced from four to three. Candidates answer two questions from a choice of three on one of the options.
- The marking grids have been updated to help teachers better understand what examiners are looking for in candidate responses.
- There are no other changes to the assessment.

Changes to availability

This syllabus is not available in the US from 2027. Instead US centres can enter for:

8101 AS level US History to 1877

8102 AS level US History since 1877

9981 AS & A level European History

9982 AS & A level International History

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes show how students should answer questions to meet the assessment objectives.

Any textbooks endorsed to support the syllabus for examination from 2027 are suitable for use with this syllabus.



Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge International AS and A Level.



Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/about-us/our-standards/

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

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

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

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