

Learner Guide

Cambridge IGCSE®
History **0470**



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About this guide

This guide introduces you to your Cambridge IGCSE® History (0470) course and how you will be assessed. You should use this guide alongside the support of your teacher. We suggest you print off this document or if you prefer to work electronically, save it as a pdf document so that you can keep a record of your progress.

By the end of this guide, you should:

- ✓ understand how to reflect on your own learning
- ✓ have an overview of the course and what you will learn about
- ✓ understand the structure of the assessment that you will be taking
- ✓ be able to plan your revision
- ✓ know how to show your skills to the best of your ability.

Section 1: Getting started

Find out how to:

- reflect on your own learning
- improve your learning
- be more organised
- take notes successfully.

Section 2: Syllabus content

Find out what topics you will be learning about. Your teacher can give you more detail.

Section 3: How you will be assessed

Find out:

- how many examinations you will take
- how long each examination lasts
- what different question types the examination will contain
- how to tackle each examination.

Section 4: What skills will be assessed

Find out what areas of knowledge, understanding and skills you will need to demonstrate throughout the course and in your examinations.

Section 5: Example candidate response

Take a look at a learner's response taken from a real examination. Find out:

- how to interpret the question
- how to avoid common mistakes
- how to improve your exam technique.

Section 6: Revision

Discover:

- ways to help you plan your revision
- example revision planners
- some basic revision skills
- some 'top revision tips'
- revision checklist for each topic.

Section 7: Answers

Check your answers to the 'Test yourself' questions in this guide.

Section 1: Getting started

Your teacher will help you to get the best out of your course, however, you also need to take **responsibility** for your own learning.

reflection
innovative
engage

responsibility
confidence

Reflect on your learning

The methods you use to remember and understand new knowledge are how you learn. Your methods might include making lists of information, asking questions or drawing diagrams.

In order to actively **engage** in your learning, you need to think deeply about the ways you learn, and whether you can improve your learning by using different methods. This process of thinking deeply about your approach and changing it when you need to is known as **reflection**.

Reflecting on your learning in this way will help you to develop into an effective learner with **confidence** in your skills and knowledge, which in turn can lead to **innovative** thinking.

Use the *Getting started* section of this guide to help you reflect on your learning, and to find ways that you can improve your methods of learning, your organisation and your note-taking skills. Print this document to keep a record of your progress. If you prefer to work electronically, you can type in text and tick boxes directly in this pdf file, just don't forget to save it to your device each time you make changes.

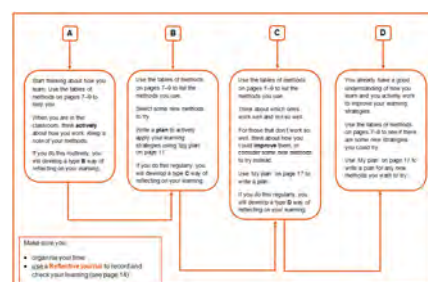
Do you think about how you learn?

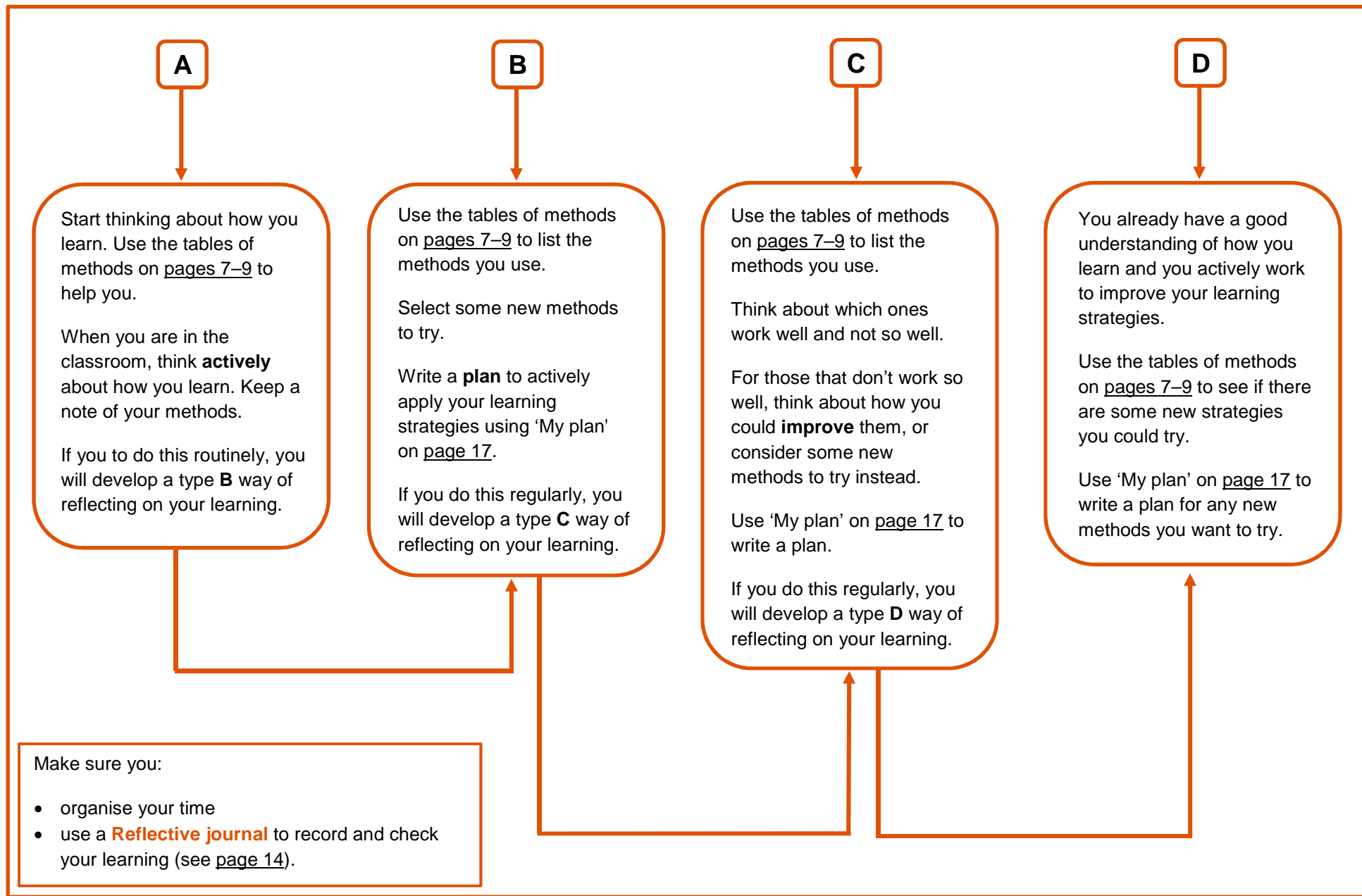
A, B, C and **D** in the list below represent different ways of reflecting on your learning. Tick the statement that best describes the way you reflect on your learning.

- A:** I do not think about how I learn, I just accept if I know something or not.
- B:** I am aware of some of the ways I learn, but I do not plan my learning.
- C:** I know which methods I use to learn and I actively apply them.
- D:** I know which methods I use to learn and I actively apply them. I also change them if I need to.

Don't forget to save this file to keep a record of your progress.

D describes a reflective process that is considered to be the most effective way to learn. Use the diagram on the next page to help you develop how you reflect on your learning.





Methods to help you learn

The way you remember new information is unique to you. Some common ways to learn (known as learning styles) are:

- **SEEING** the new information
- **SPEAKING AND LISTENING** (to) the new information
- **READING AND WRITING** the new information
- **DOING** something with the new information

You might learn using just one style, or you might learn using a combination of different styles. You and your friends will probably have different styles. There is no right way, just the way that works best for you.

Which learning style(s) do you use?

The tables on the next pages list some of the methods that work well for each learning style. Some methods work for more than one style and are repeated in the different tables.

I already know which learning style(s) work best for me: go to the appropriate table to pick some new methods to try in order to improve.

I am unsure how I learn best: try different methods from different tables to see which ones work for you.

You can try as many or as few methods as you like and they don't all need to be in the same table. You might find that different styles work better for different things you are learning. Repeat this process as many times as you need to in order to feel confident in your learning. You might even develop your own methods.

Click in the empty boxes of each table to add a tick electronically. *Don't forget to save this file so you can reflect on your methods later.*

SEEING METHODS

Methods of learning	I will try	Worked well	Did not work well
Draw information in my notebook, and replace words with pictures or symbols			
Highlight important details (in my notes or handouts) by colour-coding, circling, highlighting or underlining			
Make lists			
Write detailed notes			
Watch videos on the topics I am studying			
Use mind maps, systems diagrams or other organisations of information			
Think in pictures and/or form a picture in my mind to imagine the new information			

SPEAKING AND LISTENING METHODS

Methods of learning	I will try	Worked well	Did not work well
Ask if I can record my lessons so I can play them back at my own speed			
Watch videos on the topics I am studying			
Record myself reading my notes and play them back to myself			
Repeat facts and information out loud			
Read notes out loud, trying to include rhyming or other techniques to make them dramatic and varied			
Use word association, poems, rhymes, phrases or word puzzles to help me remember facts, lists or important information			
Discuss topics with my teacher and classmates			
Ask and answer questions in the classroom			
Talk about new information			

READING AND WRITING METHODS

Methods of learning	I will try	Worked well	Did not work well
Copy down information from the board			
Write summaries of what I have learned			
Use quizzes			
Write notes			
Write key information in lists			
Read my notes and rewrite them			
Write the information from books and other resources in my own words			
Write information from my teacher in my own words			

DOING METHODS

Methods of learning	I will try	Worked well	Did not work well
Ask and answer questions in the classroom			
Start and contribute to discussions			
Use large sheets of paper and large marker pens to feel more active when writing and drawing			
Use physical objects as much as possible; for example flashcards that I can hold and move around			
Use visualisation techniques to imagine the sensations I would expect in different scenarios (what would I see, hear, smell, feel?)			
Use short definitions when writing notes			
Try to apply the information to real life			

All the methods from one learning style might work best for you, or a combination of methods from different learning styles. You can summarise which methods you plan to use in the box below.

Click in the box to type in text if you are working electronically. *Don't forget to save this file so you can reflect on your methods later.*

For example:

September: I think I learn by seeing and sometimes by actively doing. So I will try: making lists, writing notes using mind maps, highlighting important details and asking and answering questions in the classroom.

October: I didn't find making lists during lessons helpful, so I will try replacing words with pictures in my notes instead.

Getting organised

Being organised has many benefits.

- helps you to **PRIORITISE**
- improves **TIME MANAGEMENT**
- reduces **STRESS**
- helps you to **FOCUS**
- increases **PRODUCTIVITY**
- better **BALANCE** between work and play
- increases **CONFIDENCE**
- increases **EFFICIENCY**

How organised are you?

Tick the statements that apply to you.

A I always know where everything I need is, such as my notes, books, pens, highlighter pens, paper and a ruler	B I get overwhelmed by how much work I have and I avoid starting large tasks	A I get my homework done on time
B I hand in my homework late	B I leave homework to the last minute	B I often forget what homework I have
A I write down homework and the deadlines in one place, such as a planner	A I do my homework the day I get it	B I always rush my work
A I never need to rush my work	B I never know where everything I need is, such as my notes, books, pens, highlighter pens, paper and a ruler	A I break down large tasks into smaller tasks and tick these off when I complete them

Count the number of A statements you ticked and the number of B statements you ticked. Read the appropriate advice below. If you ticked an equal number of each, read both sets of advice.

Mostly A: You are a well-organised person who has developed strategies that work for you.

Be careful if you agreed with ‘I do my homework the day I get it’ as this might not be the most efficient strategy; you need to prioritise homework according to deadline and how long it will take, and also make sure you allow time for fun and relaxation. See the table on [page 11](#) for more ideas of how to be organised.

Mostly B: You could use some support in being more organised in order to make life easier for yourself. Try some of the suggested methods for being organised in the table on [page 11](#), then return to the activity above at a later date to see if you score differently.

If you do some work each day, rather than leaving it all to the last minute, you will feel more in control.

Tick the empty boxes in the table to reflect on how you already work and what you will try in order to improve. Aim to try at least some of these methods. Click in the boxes if working electronically.

Methods for being organised	I already do this	I will try this
Keep all my pens, paper and other equipment together in one place so I always know where everything is		
Keep my notes together and ordered by date as I go along; I will file them as soon as they are completed		
Use one place such as a planner to record each homework or assignment deadline as soon as I get it		
Include all activities in my planner so that I know what time I have available to work		
Estimate how long a given task will take me, then work backwards from the deadline and include some extra time to give me the date that I should start the work		
Be realistic about what I have time for		
Keep my planner up to date and check it every day		
Have a set time each day or week for completing homework or study so that it becomes part of my routine		
Prioritise homework or study according to which needs to be done first and not just which I like doing best		
Rank my homework as 1 (do it now), 2 (do it tomorrow), 3 (do it later in the week) and update the rank each day		
Break down any large assignments into smaller, more manageable tasks; each task will have its own deadline		
Tick off each homework or task once I have completed it		

Don't forget to save this file so you can reflect on your methods later.

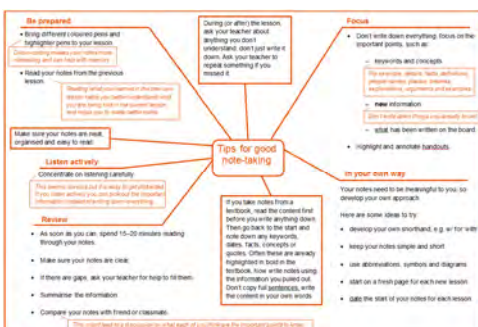
Taking notes

The process of writing and reviewing your classroom or lesson notes helps you to remember the information. Making notes as you go along, little and often, will make it easier when you come to revise later (see *Section 6: Revision* on page 40).

It is also really important to ask your teacher or classmates questions if you are unsure about anything, or if you have missed something. Do this during the lesson or at the end of the lesson.

Tips for good note-taking

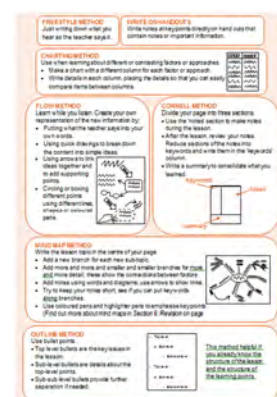
Note-taking is a skill that can be developed and improved. Look at the tips for good note-taking on page 12.

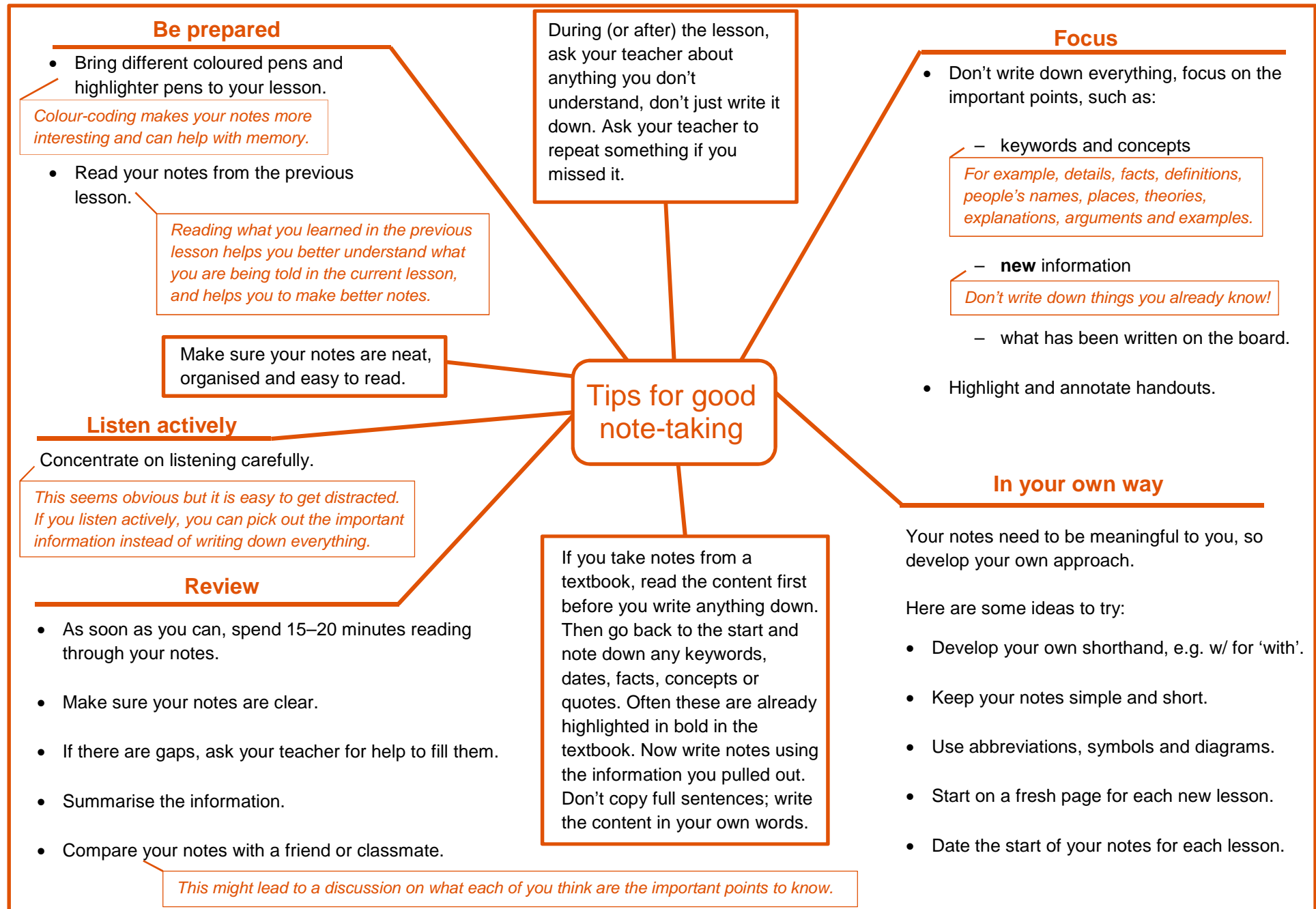


Formatting your notes

If you are unsure how best to format your notes, try some of the suggested methods on page 13.

You might find that different methods work better for different types of task.





Here are some useful ways to format your notes:

FREESTYLE METHOD

Just write down what you hear as the teacher says it.

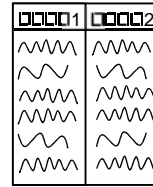
WRITE ON HANDOUTS

Write notes at key points directly on handouts that contain notes or important information.

CHARTING METHOD

Use when learning about different or contrasting factors or approaches.

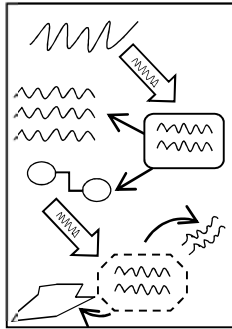
- Make a chart with a different column for each factor or approach.
- Write details in each column, placing the details so that you can easily compare items between columns.



FLOW METHOD

Learn while you listen. Create your own representation of the new information by:

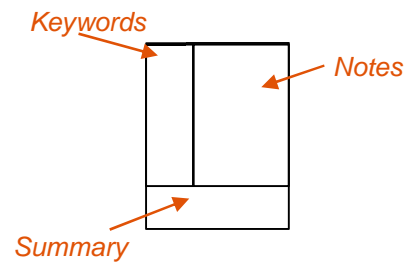
- putting what the teacher says into your own words
- using quick drawings to break down the content into simple ideas
- using arrows to link ideas together and to add supporting points
- circling or boxing different points using different lines, shapes or coloured pens.



CORNELL METHOD

Divide your page into three sections.

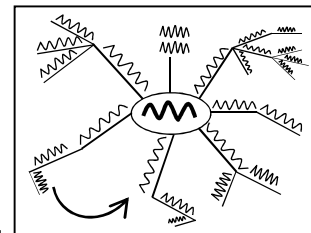
- Use the 'notes' section to make notes during the lesson.
- After the lesson, review your notes. Reduce sections of the notes into keywords and write them in the 'keywords' column.
- Write a summary to consolidate what you learned.



MIND MAP METHOD

Write the lesson topic in the centre of your page.

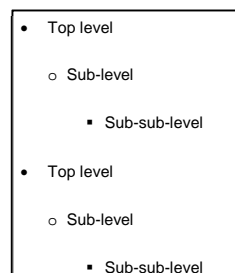
- Add a new branch for each new sub-topic.
- Add extra smaller and smaller branches for more detail; these show the connections between facts or ideas.
- Add notes using words and diagrams; use arrows to show links.
- Keep your notes short and put key words along branches.
- Use coloured pens and highlighter pens to emphasise key points. (Find out more about mind maps in *Section 6: Revision* on page 45.)



OUTLINE METHOD

Use bullet points.

- Top level bullets are the key issues in the lesson.
- Sub-level bullets are details about the top-level points.
- Sub-sub-level bullets provide more separation if needed.



This method is helpful if you already know the structure of the lesson and the structure of the learning points.

Reflective journal

Keeping a reflective journal is a useful way to record, analyse and reflect on how you learn. Here are some questions to get you thinking. Write in the orange boxes below, or create your own journal somewhere else.

Don't forget to save this file to keep a record of your progress.

I am studying IGCSE History because: *(Think about what you want to achieve by taking this course.)*

I like History because: *(What did you like about this subject when you have taken it in the past?)*

This is a good subject to learn because: *(What skills will it help you develop? Are there any uses in the real world?)*

Useful skills for studying this subject are: (*What skills are useful to this course? For example, 'remembering dates', 'constructing arguments'. Ask your teacher for help creating this list.*)

These skills are also useful for: (*Think of the other subjects you are studying.*)

I am good at: (*Think about the skills relevant to this course.*)

Section 1: Getting started

I need to improve: (*What skills do you need to work on?*)

I learn best in: (*Think about the kind of environment you work best in, for example quiet, noisy, alone, with friends. You might like working with friends in a café, but do you learn best in this environment?*)

Other thoughts:

My plan

Based on the work you have done in this section, write a summary plan for your learning. Include *what* skills you want to develop and *how* you hope to do this. You could include your thoughts on your approach to learning and a plan of which learning and organisation strategies you will try.

Write your plan in the box below, or you could create your plan somewhere else. Make sure you date your entries and include a date for review.

Don't forget to save this file to keep a record of your progress.

For example

October 1:

I have a type B approach to reflecting on my learning. I will try to develop a type C approach by actively applying the learning strategies I know work for me: making detailed notes; visualising the information I am being told; using rhymes; answering questions in the classroom; and copying down information from the board. I also want to try the speaking and listening technique where I discuss topics with classmates after some lessons. I need to ensure I write all homework down and split large tasks into smaller ones, and tick each one off as I complete it. I will try using more mind maps and the charting method when I'm taking notes in class. Check progress on November 1.

Section 2: Syllabus content – what you need to know about

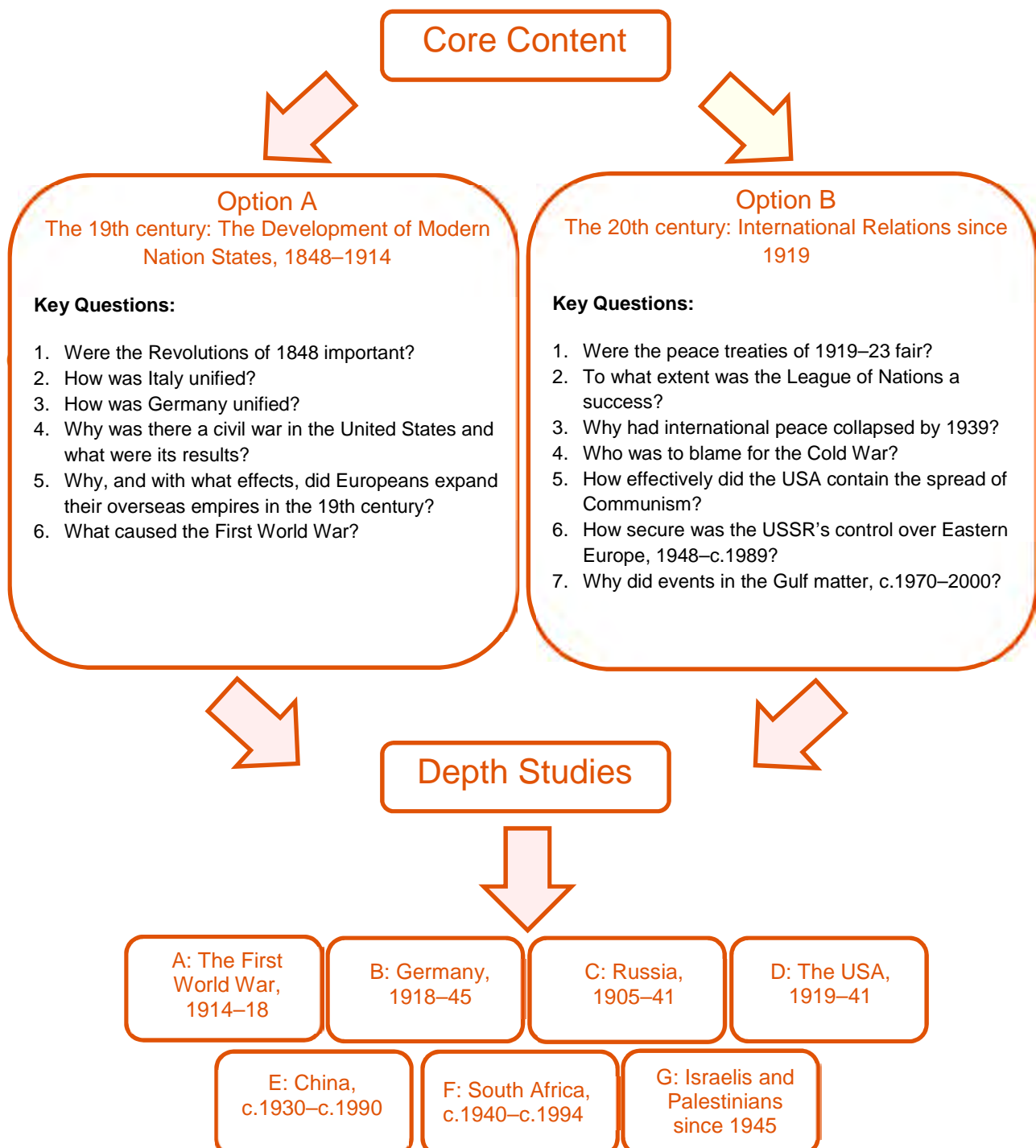
The Cambridge IGCSE History syllabus is made up of **Key Questions**, **Focus Points** and **Specified Content**.

Only the Key Questions have been included here. The focus points and specified content is given in the revision checklists ([see page 50](#)) but ask your teacher for more detail.

You will study the Core Content in Option A or Option B. **Your teacher will tell you which Option you are taking.**

You will also study **at least one** of the Depth Studies. **Your teacher will tell you which one(s) you will learn about.**

Tick the boxes to record which Option and Depth Studies you are studying. *Don't forget to save this file to keep a record.*



Depth Study A: The First World War, 1914–18

Key Questions:

1. Why was the war not over by December 1914?
2. Why was there stalemate on the Western Front?
3. How important were other fronts?
4. Why did Germany ask for an armistice in 1918?

Depth Study B: Germany, 1918–45

Key Questions:

1. Was the Weimar Republic doomed from the start?
2. Why was Hitler able to dominate Germany by 1934?
3. The Nazi regime.

Depth Study C: Russia, 1905–41

Key Questions:

1. Why did the Tsarist regime collapse in 1917?
2. How did the Bolsheviks gain power, and how did they consolidate their rule?
3. How did Stalin gain and hold on to power?
4. What was the impact of Stalin's economic policies?

Depth Study D: The USA, 1919–41

Key Questions:

1. How far did the US economy boom in the 1920s?
2. How far did US society change in the 1920s?
3. What were the causes and consequences of the Wall Street Crash?
4. How successful was the New Deal?

Depth Study E: China, c.1930–c.1990

Key Questions:

1. Why did China become a Communist State in 1949?
2. How far had Communist rule changed China by the mid-1960s?
3. What was the impact of Communist rule on China's relations with other countries?
4. Has Communism produced a cruel dictatorship in China?

Depth Study F: South Africa, c.1940–c.1994

Key Questions:

1. What were the foundations of the apartheid state?
2. How successfully was apartheid established between 1948 and 1966?
3. To what extent did South Africa change between 1966 and 1980?
4. Why did white minority rule come to an end?

Depth Study G: Israelis and Palestinians since 1945

Key Questions:

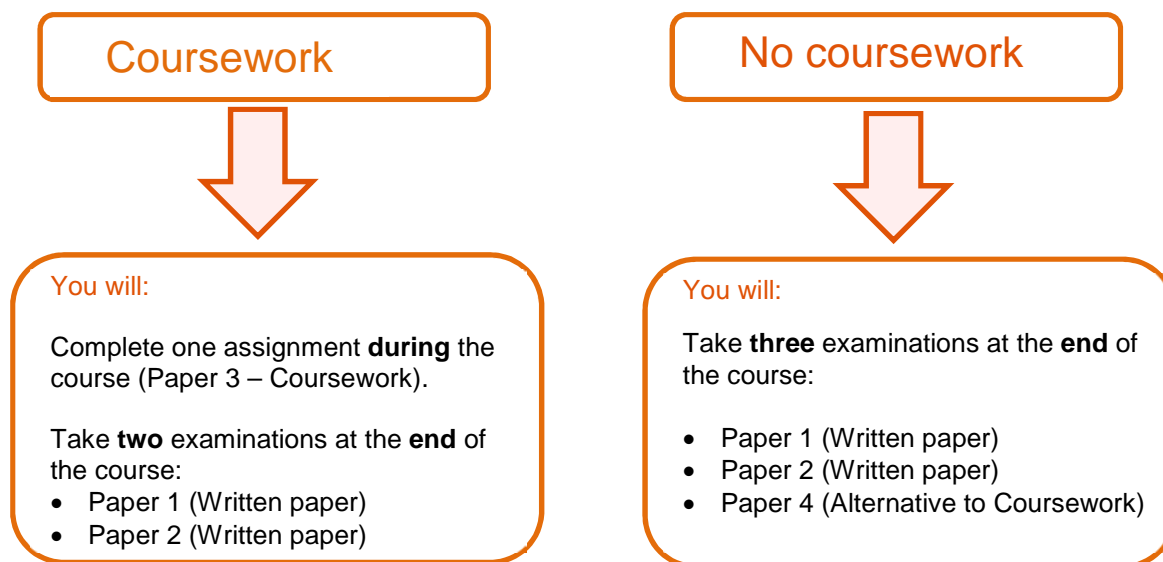
1. How was the Jewish state of Israel established?
2. How was Israel able to survive despite the hostility of its Arab neighbours?
3. What was the impact of the Palestinian refugee issue?
4. Why has it proved impossible to resolve the Arab–Israeli issue?

Section 3: How you will be assessed

You will be assessed using three components:

- Paper 1 (Written paper)
- Paper 2 (Written paper)
- **and** either Paper 3 (Coursework) **or** Paper 4 (Alternative to Coursework).

Your teacher will tell you if you are doing coursework or not.



Components at a glance

The table summarises the key information about each component. You can find details and advice on how to approach each component on the following pages.

Component	How long and how many marks	Skills assessed	Details	Percentage of the qualification
Paper 1 (Written paper)	2 hours 60 marks	Knowledge and understanding	You answer three questions: <ul style="list-style-type: none"> • two questions from Section A (Core Content) • one question from Section B (Depth Study) 	40%
Paper 2 (Written paper)	2 hours 50 marks	Ability to interpret, analyse and evaluate historical sources	You answer six questions on one topic taken from the Core Content	33%
Paper 3 (Coursework)	40 marks	Knowledge and understanding, and the ability to explain and justify arguments and conclusions	You produce one piece of extended writing (up to 2000 words) based on a Depth Study from the syllabus or a Depth Study devised by the Centre	27%
Paper 4 (Alternative to Coursework)	1 hour 40 marks	Knowledge and understanding, and the ability to explain and justify arguments and conclusions	You answer one question on a chosen Depth Study	27%

About the components

It is important that you understand the different types of question in each component and how you should approach them.

Paper 1 (Written paper)

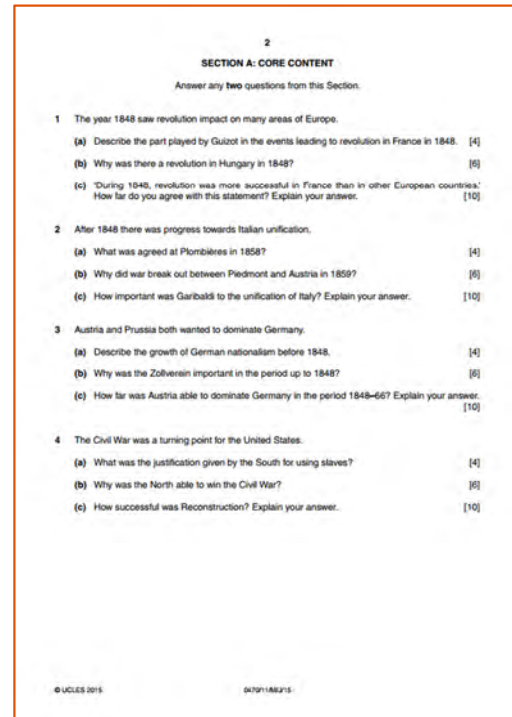
This paper tests your knowledge and understanding.

You need to answer **three** questions:

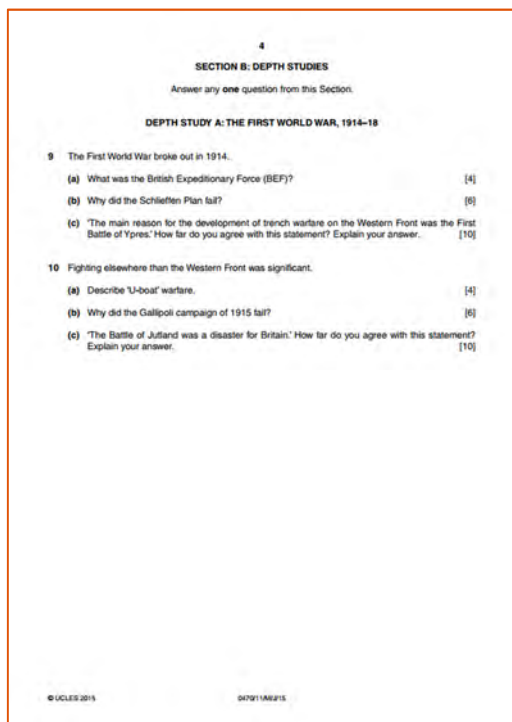
Two questions from **Section A**
(Core Content)

There are four questions to choose from for each Option; **your teacher will tell you which Option you are doing:**

- Questions 1–4 are on Option A.
- Questions 5–8 are on Option B.



One question from **Section B**
(Depth Study)



There are two questions for each of the Depth Studies; **your teacher will tell you which Depth Study you are doing.**

Question types and advice

All the questions in Paper 1 are in the form of structured essays split into three parts: (a), (b) and (c).



- You must answer **all three parts** of the questions you choose.
- Each question relates to a Key Question from the syllabus. Make sure you pick the questions that you can answer most easily.
- Make sure you include **your own** knowledge, facts, dates and relevant examples in **all** of your answers.
- You could answer the questions in the order you are most confident, but be careful of the number of marks each question is worth. Try to base your choice of questions on how well you can answer the **high mark** parts (i.e., (b) and (c)) rather than low mark parts.
- If you finish early, re-read and check your answers, adding more relevant facts and ideas if you can remember them.

Paper 2 (Written paper)

Paper 2 tests your ability to interpret, analyse and evaluate historical sources.

You need to answer all **six** questions on the prescribed topic from the Core Content Option you have studied:

Option A: 19th Century topic

Option B: 20th Century topic

The prescribed topic and Key Question is different for each year of the examination and is given in the course syllabus.

Your teacher will tell you which topic of the Core Content applies to you for this paper.

6

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1 Study Sources A and B.
How far do these two sources agree? Explain your answer using details of the sources. [7]
- 2 Study Source C.
How useful is this source as evidence about German foreign policy? Explain your answer using details of the source and your knowledge. [8]
- 3 Study Sources D and E.
Does Source D prove that the Kaiser was right in Source E? Explain your answer using details of the sources and your knowledge. [8]
- 4 Study Sources F and G.
Are you surprised by Source G? Explain your answer using details of the sources and your knowledge. [8]
- 5 Study Source H.
What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [7]
- 6 Study **all** the sources.
How far do these sources provide convincing evidence that Germany was planning a preventative war? Use the sources to explain your answer. [12]

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Option A: 19th Century topic

DID GERMANY PLAN A PREVENTATIVE WAR IN 1914?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

Some historians agree that Germany deliberately planned a preventative war in 1914. They argue that many German politicians believed that Germany's position in Europe would become weaker unless something was done. Germany was worried by the fact that Russia was re-equipping her army and navy. It was also worried about being surrounded by Britain, France and Russia.

The claim that Germany caused, and fought, a preventative war is based on the idea that Germany believed it was better to fight a war sooner than be faced with one later when the situation in Europe would have grown worse for Germany.

Did Germany plan a preventative war?

SOURCE A

Was this a preventative war by Germany – to prevent the threatened formation of a more powerful hostile coalition in two or three years' time? Was there really such a threat in the expansion of the Russian army? Was there a real danger that Russia and France together would attack Germany? Would Britain, the strongest partner in the Triple Entente, have given its approval and support to an offensive war by Russia and France against Germany?

But what is a preventative war? Who threatened Germany? It was clear to the German government that France must be eliminated as a great power. The reason for this was France's alliance with Russia. France would have to disarm, pay a huge sum of war reparations and be integrated into 'Central Europe', an economic bloc dominated by Germany.

As far as Russia was concerned, the German Chancellor in early August 1914 already had a clear objective. He described his aims as the liberation and securing of the races subjugated by Russia, the pushing back of the Russian frontier to Moscow and the establishment of a number of buffer states.

These plans for the expansion of the German sphere of influence amounted to German domination in Europe. Was it not the greatest of delusions that Germany believed it had to fight this war, and that it was necessary for its own security? Russia lagged far behind in its development and was threatened with internal revolution. Germany was rich, flourishing and industrially the most advanced country in Europe, having already overtaken France and even Britain in many sectors. Viewed politically, the question arises as to whether in the case of Germany it was clear, or wise, to aim in such a short time, with such impatience and vehemence, and by means of such an aggressive naval and military armaments policy, to alter the international political system; in short, to practise a policy which must inevitably lead to war.

From a history book published in 1967.

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Each Option includes background information to set the context.

Each Option includes historical sources that relate to the prescribed topic. The six questions are based on the source material.

The sources might be text, photographs, posters or cartoons.

Question types and advice

The six questions are **not** split into parts like Paper 1.

Each question requires an essay-style response and is typically worth 7 or 8 marks, except for Question 6, which is always worth more (typically 12).

Some questions will relate to just one source while others will ask you to examine and compare two or more sources.

Question 6 requires you to use all of the sources in an essay-style response.

You have **two** hours to answer **six** questions.

Try to spend at about 10–15 minutes reading through the Background Information, all of the sources and your six questions before you attempt to answer the questions.

Make sure you have at least 30 minutes saved to answer Question 6. This will leave you about an hour to complete the other five source questions.

Questions 1–5 will vary in what they are asking you to do. Some questions might ask you to:

- compare details in sources to analyse their similarities and differences, or how far they agree or disagree with each other
- interpret the message of the cartoonist
- evaluate why the source was made
- evaluate why the source is useful to historians
- explain why the source surprises you.

Make sure you only answer the questions set and do not waste time just describing details in the sources as this will not gain you any additional marks.

Question 6 is a 'How far...?' type question. Look through all of the sources and decide which ones support or don't support the statement in the question (some will do both). You need to use source details to give a balanced explanation and judgement.

- Make sure you know which Option you are doing.
- Read the background information first, as this sets the context for the sources and the questions.
- All questions will ask you to use details from the sources to explain your answer, so make sure you describe the details or quote from a source as evidence in your answer.
- Most questions will also ask you to use your own knowledge to explain your answer and to put the sources into context. Make sure you can give relevant facts or examples that relate to the source(s) you are asked to study.
- Make sure you refer to the source details when answering source questions so you provide evidence for your analysis and evaluations.
- If you finish with time to spare, re-read and check your answers, adding more facts and ideas if you can remember them.

SOURCE B

In May 1962 Khrushchev visited Bulgaria. Walking on the beach he was acutely aware that on the opposite shore of the Black Sea, in Turkey, there were American military bases with nuclear warheads capable of wiping out Moscow in a matter of minutes. It was about then that an idea formed in Khrushchev's mind of placing missiles in a base close to the United States. "Why not throw a hedgehog at Uncle Sam's pants?" Khrushchev asked.

Cuba provided the perfect site. Khrushchev talked with colleagues and then the Presidium in Moscow. His plan to place short-and-medium-range missiles in America's backyard would, overnight, create a parity with America's long-range weapons.

From a history book published in 1998.

Carefully read the provenance (where the source comes from) for each source to help you put it into context. Consider the creator, date and any other relevant information that might help you. The provenance is always at the bottom right of each source in italics.

Paper 3 (Coursework)

Coursework tests your knowledge and understanding, and your ability to explain and justify your arguments and conclusions. Coursework must be focused on the issue of significance.

You need to produce a piece of extended writing of up to 2000 words based on content from one of the Depth Studies or a Depth Study devised by your teacher and approved by Cambridge. Any words **over the limit of 2000 will not get marked**.

You will normally be taught a set scheme of work first and then given an approved title, which is the question to be answered.

It will probably take you 8–10 hours to fully complete the writing up of the Coursework.

Question types and advice

Coursework should be based on one question and not broken into sub-questions.

The question should be about the significance of an individual, group, organisation, development, place or event.

It will be assessed holistically (as a whole) and a generic mark scheme will be applied.

It will be marked by your teacher first and then submitted to the exam board.

It has to be all your own work.

Make sure you reference and acknowledge quotes or copied materials.

Your teacher can guide you through the process but they will not be able to influence your decisions on what you decide to write.

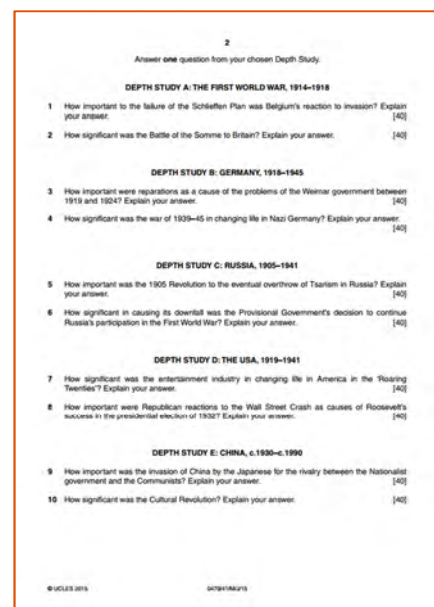
You should develop and support your **own** arguments and judgements.

Paper 4 (Alternative to Coursework)

This is a written paper examination. It requires you to demonstrate a balanced response that addresses the importance or significance of a given factor in the question in relation to other factors.

You need to answer **one** question from your chosen Depth Study.

There are two questions to choose from for each Depth Study A–G.



Question types and advice

You will answer **one** essay-style question worth 40 marks. The examination lasts for **one hour**.

The two questions for each Depth Study will ask you either 'How important..?' or 'How significant..?' an aspect of history was and will be based on the Key Questions from your chosen Depth Study.

Your teacher will tell you which Depth Study you are doing.

Your answer needs to be a bit like an extended part (c) question from Paper 1: a balanced argument and conclusion about a historical event or factor.

Make sure you examine the importance or significance of the factor given in the question.

Then balance the argument using counter-arguments that assess the relative importance or significance of other factors that relate to the question.

Support your judgements and conclusions with evidence.

Choose the question you are going to answer carefully and make sure you only pick **one** of the two questions in the chosen Depth Study.

- Explain your answers and provide relevant and contextual factual knowledge (examples, dates, names, etc.) to support and develop your argument.
- Answers need a clear structure and argument.
- If you finish with time to spare, re-read and check your answer, adding more relevant facts and ideas if you can remember them.

Test yourself

Use the following questions to see how well you understand how you will be assessed. You can check your answers in *Section 7 Answers*. *Don't forget to save this file to keep a record.*

1. Match the information below (A–G) to the components (Papers 1–4) by writing the correct letters into the table. (You can type directly into each box if working electronically.) **The same letter can be used more than once.**

Component	How long and how many marks	Assesses
Paper 1		
Paper 2		
Paper 3		
Paper 4		

A: 2 hours and with 60 marks

B: 1 hour and with 40 marks

C: 2 hours and with 50 marks

D: No specific time but must be up to 2000 words and with 40 marks

E: The ability to interpret, analyse and evaluate sources

F: Knowledge and understanding, as well as the ability to explain and justify arguments and conclusions

G: Knowledge and understanding

2. (a) Which paper contains Section A and Section B? _____
(You can type directly on the line if working electronically.)

(b) I have to answer: (Tick the correct statement.)

all questions from Section A only

all questions from Section B only

all questions from Section A or Section B

all questions from Section A and Section B

two questions from Section A and one question from Section B.

3. Match the question type (A–D) to the component (Paper 1–4) by writing the correct letter into the table. (You can type directly into each box if working electronically.) **The same letter can be used more than once.**

Component	Question type
Paper 1	
Paper 2	
Paper 3	
Paper 4	

A: six source-based questions with no parts

B: one essay-style question

C: structured essay questions that are split into three parts, (a), (b) and (c)

D: multiple-choice

Section 3: How you will be assessed

4. Fill in the gaps using the words given. (You can type text directly on the line if working electronically.)

explain describe argue

In Paper 1, part (a) questions ask me to _____.

In Paper 1, part (b) questions ask me to _____.

In Paper 1, part (c) questions ask me to _____.

5. Which component requires the use of your own knowledge, facts, dates and relevant examples?
(Tick the correct statement).

Paper 1 only

Paper 2 only

Paper 3 only

Paper 4 only

Paper 1 and Paper 2 only

Paper 2 and Paper 3 or 4 only

All components

6. In Paper 2, I need to answer: (Tick the correct statement).

all questions on the paper

six questions from one topic

three questions from Option A and three from Option B

7. In Paper 4, I need to answer: (Tick the correct statement).

two questions from one Depth Study

one question from each Depth Study

one question from one Depth Study

two questions from two Depth Studies

Section 4: What skills will be assessed

The areas of knowledge, understanding and skills that you will be assessed on are called **assessment objectives** (AO).

AO1	AO2	AO3
Demonstrate historical knowledge	Demonstrate historical explanations	Demonstrate interpretation and evaluation of sources

The tables explain what each assessment objective means and what percentage of the whole qualification is assessed using that objective. Your teacher will be able to give you more information about how each of the assessment objectives are tested in each component.

AO1	What this means	Where
An ability to recall, select, organise and deploy knowledge of the syllabus content.	<p>Demonstrating historical knowledge</p> <p>You need to show that you can use historical facts to support your answers. You can do this by including the relevant:</p> <ul style="list-style-type: none"> • key dates • key events • key historical characters and groups • key historical concepts and ideas • important statistical data and examples. 	<p>All three components:</p> <p>Paper 1 (20 marks)</p> <p>Paper 2 (10 marks)</p> <p>Paper 3/4 (15 marks)</p> <p>Percentage of IGCSE: 30%</p>
AO2	What this means	Where
<p>An ability to construct historical explanations using an understanding of:</p> <ul style="list-style-type: none"> • cause and consequence, change and continuity, similarity and difference • the motives, emotions, intentions and beliefs of people in the past. 	<p>Demonstrating historical explanations</p> <p>You need to show that you <i>understand</i> the causes, reasons or factors that you examine in your answers by making <i>supported</i> conclusions and judgements, prioritising factors and assessing their relative importance and significance.</p> <p>Make sure you address the following in your answers:</p> <ul style="list-style-type: none"> • causes and consequences (the reasons why events happened and their impact) • change and continuity (how they changed or how they stayed the same) • similarities and differences • motives and purpose • importance and significance • successes and failures • effectiveness. 	<p>Two out of three components:</p> <p>Paper 1 (40 marks)</p> <p>Paper 3/4 (25 marks)</p> <p>Percentage of IGCSE: 43%</p> <p>AO2 is not tested in Paper 2.</p>

Section 4: What skills will be assessed

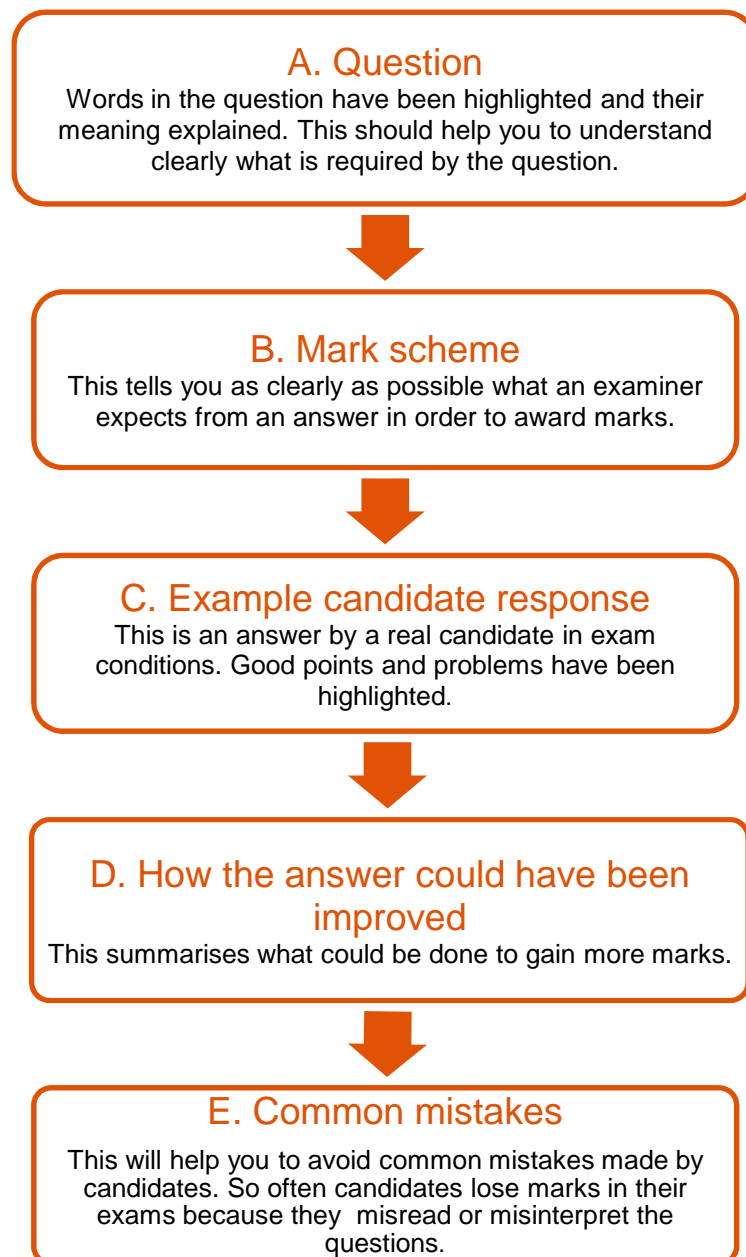
AO3	What this means	Where
<p>An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.</p>	<p>Demonstrating interpretation and evaluation of sources</p> <p>You need to show that you can interpret a source. This means demonstrating that you understand the meaning of the source.</p> <p>You also need to show that you can evaluate a source. This means, for example, determining how useful it is, how reliable it is, what its limitations are, what type of source it is, the significance of the creator and so on.</p> <p>You will need to demonstrate that you can:</p> <ul style="list-style-type: none"> • make inferences – indicate what the content and details of the source <i>suggest</i> • interpret the message of posters and cartoon sources – indicate what you think the creator of the source intended to try to tell or show the audience • evaluate the usefulness and reliability of source evidence, for example by <ul style="list-style-type: none"> – assessing the value of the content of the source against your own knowledge – assessing the language and tone of the source content – assessing the motive of the creator of the source by examining the provenance. • explain the purpose of the source – evaluate why a source was made or published by the creator • compare similarities and differences between sources to identify different interpretations of the past. 	<p>One out of three components:</p> <p>Paper 2 (40 marks)</p> <p>Percentage of IGCSE: 27%</p> <p>AO3 is not tested in Paper 1, Paper 3 and Paper 4.</p>

Section 5: Example candidate response

This section takes you through an example question and learner response from a Cambridge IGCSE History (0470) past paper. It will help you to see how to identify words within questions and to understand what is required in your response. Understanding the questions will help you to know what you need to do with your knowledge, for example, you might need to describe something, explain something, argue a point of view, apply the knowledge in a different way, or list what you know.

All information and advice in this section is specific to the example question and response being demonstrated. It should give you an idea of how your responses might be viewed by an examiner but it is not a list of what to do in all questions. In your own examination, you will need to pay careful attention to what each question is asking you to do.

This section is structured as follows.



A. Question

The question used in this example has been taken from Paper 4, Depth Study D: The USA, 1919–1941.

8 How important were the Alphabet Agencies? Explain your answer.

[40]

Test yourself

Test how well you understand what is required of a question in the Paper 4 examination.

You can check your answers in *Section 7: Answers*.

1. How long will you have for Paper 4? (Tick the correct answer.)

5 minutes

10–15 minutes

20–25 minutes

30 minutes

1 hour

2. How many questions will you have to choose from for a given Depth Study? (Tick the correct answer.)

1

2

6

12

14

22

3. What is the main purpose of a Paper 4 question? Tick the correct answer.

To assess:

recall of knowledge

knowledge and ability to interpret, analyse and evaluate sources

knowledge and ability to present a balanced argument

Now let's look more closely at the question.

8 How important were the Alphabet Agencies? Explain your answer.

[40]

How important... this means that you need to assess the importance of the Alphabet Agencies by explaining their relative success.

Explain... this means that the examiner will be expecting you to use your own knowledge to give detailed reasons for the relative importance of the Agencies (successful **and** not successful).

B. Mark scheme

The mark scheme lists some **examples** of the knowledge that the examiner would expect to see in the response as evidence (details such as dates, names, statistics, etc.). If a candidate includes points not in the mark scheme but which are accurate and relevant, the examiner will award marks for these points. The mark scheme does **not** include all possible answers.

Look at the mark scheme for Question 8 below.

The candidate needs to assess the importance by explaining the successes and failures of the Alphabet Agencies, supporting their argument with reference to specific events, *such as*:

Successes:

- Provision of jobs increased spending power and confidence, multiplier effects on all unemployment.
- Unemployment fell from 14m in 1933 to 8m by 1937.
- CWA, PWA and WPA had become the country's largest employer by 1938.
- CCC and NRA gave jobs to young people.
- TVA effects across a wide spectrum of work.
- Some had wider aims – FERA for emergency relief.
- PWA and WPA improved infrastructure and gave some aid for Black and Native Americans.
- AAA allowed for higher wages and new farming techniques.

Failures:

- Many agencies were not intended as more than relief measures.
- Cutbacks in finance from 1937 saw unemployment rise again.
- Still 9m unemployed in 1939.
- Rural unemployment because of mechanisation not solved.
- Limited effect upon migrant labour and black unemployment.
- Many agencies opposed by business and Republican interests.
- Challenges to parts of Agencies' work challenged as far as the Supreme Court where some aspects were found to be unconstitutional or illegal.
- From 1939 war production and exports to Europe more successful as was US entry to the war in 1941.
- Radical critics – Huey Long, Townsend, Coughlin.
- Emergency Banking Act.
- Wagner Act.
- Social Security Act.
- 'Fireside chats'.

The examiner uses a mark scheme, a set of level criteria (see next page) and the assessment objectives to mark the answer.

The **Level criteria** list what the candidate needs to do in order to demonstrate the assessment objectives at that level. These criteria make reference to knowledge and examples, which are those listed in the mark scheme. The assessment objectives are the areas of knowledge, understanding and skills you saw in *Section 4: What skills will be assessed (page 29)*. Remember that only AO1 and AO2 are assessed in Paper 4.

Level criteria for AO1 (historical knowledge) and AO2 (historical explanation)

The examiner uses the descriptions for the level criteria to determine what Level to award a candidate's response. Here, you are shown the descriptions for Levels 2, 3 and 4.

Level 2	Level 3	Level 4
Demonstrate some contextual knowledge but it is limited.	Demonstrate and select some relevant contextual knowledge and use it appropriately to support parts of their answers.	Deploy mostly relevant and accurate contextual knowledge to support parts of their answers.
Select and organise some relevant information. This is only used correctly on a few occasions.	Select and organise mostly relevant information, much of it used appropriately with a structured approach, either in order of occurrence or according to different themes.	Select a range of relevant information which is generally well-organised and used appropriately.
Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but little awareness of the broad context . There is some structure in the descriptions.	Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations relevant to the question with some awareness of the broad context .	Demonstrate a reasonable understanding of the significance of the key features, reasons, results and changes of societies, events, people and situations relevant to the question with awareness of the broad context . They have some understanding of interrelationships of the issues in the question.
Attempt conclusions but these are stated, undeveloped and unsupported.	Support is provided for their conclusions but they are not always well-proven .	Can produce developed , reasoned and supported conclusions.
Present work that lacks precision and succinctness.	Write with some precision and succinctness.	Write with precision and succinctness, showing structure, balance and focus.
Present a recognisable essay structure, but the question is only partially addressed.	Produce structured descriptions and explanations.	

'Contextual knowledge' for Question 8 refers to examples, statistics and detailed evidence such as the number of unemployed helped by the WPA and the date range when this happened. Use of this detail helps demonstrate an in-depth knowledge of the topic.

'Broad context' for Question 8 means linking the material to the bigger picture. For example, stating that the New Deal Agencies were set up to deal with the worst effects of the Depression, such as poverty and unemployment, demonstrates wider knowledge of the topic that is the focus of the question.

'Developed' for Question 8 means including key evidence to add detail to your explanations in order to support any judgements you make about importance. This helps to demonstrate a clear understanding.

'Well-proven' for Question 8 means that your explanation has to be detailed enough to get the point across, or to support the argument being made well. Your comments should be detailed and not brief.

A **strong** answer for Question 8 should include:

- clear structure and argument
- description of what the Alphabet Agencies achieved and what they failed to achieve
- explanation of the importance/significance of the Alphabet Agencies supported by evidence such as **relevant:**
 - key dates
 - key names
 - key characters and groups
 - key ideas and concepts
 - data and statistics
- balanced argument – examples of successes and failures of the Alphabet Agencies as well as other aspects of the New Deal that were also important
- the consequences of the successes and failures of the Alphabet Agencies and other aspects of the New Deal
- the motives, purposes and effectiveness of the Alphabet Agencies and other aspects of the New Deal
- valid conclusions and supported judgements about the importance of the Alphabet Agencies.

Now let's look at the example candidate response to Question 8 and the examiner's comments on this response.

C. Example candidate response and examiner comments

The real candidate answer is presented on the left-hand side. The response has been typed and white spaces introduced between sections to make it easier to read. The examiner comments are included inside the orange boxes.

The examiner marks the answer as a whole, taking into consideration the overall Level. However, for the purpose of this example, the examiner has made specific comments about paragraphs to help you see what standard they each demonstrate. The candidate was graded as **Level 3** overall for their answer.

8 How important were the Alphabet Agencies? Explain your answer.

[40]

In my opinion the alphabet agencies were the most important regulations in the New Deal because it changed a lot and they helped America to recover. Roosevelt set up many different alphabet agencies and all of them covered problems which had to be solved.

The question is directly addressed and the candidate gives some judgement. However, this paragraph is undeveloped because it lacks explanation and factual support such as examples (e.g. the CCC employed 2.5 million young men to help reduce the unemployment problem) and does not provide balance. This paragraph demonstrates Level 2 skill because the question is only partially addressed.

The work progress administration and the public work administration provided thousands of jobs, which was really important because of the influence of the Great Depression and the Wall Street crash. Furthermore they builded schools, bridges, streets, airports etc which made americans economy much stronger and, again, provided work.

The candidate examines the importance of the WPA and provides some brief examples of the different ways the agency helped ease the unemployment problem.

The description is structured but it lacks explicit explanation of its importance, such as it helped solve the unemployment problem that had reached nearly 14 million by 1933. This paragraph demonstrates Level 3 skill.

The alphabet agencies also helped farmers, who were hit hard by the depression to recover. The agricultural adjustment administration for example paied farmers for producing less food which made the prices rise again and provided higher wages. Another really important alphabet/agency was the Tennessee valley authority, which helped the whole zone of seven states to get out of their dust. The problem was that the Tennessee river was flooding in wet season and it was too dry in dry seasons. It had a really high influence on the agriculture and the sail around the river got dry which made it impossible to plant important resources.

The AAA is also briefly explained. The candidate focusses on the fact that the AAA helped increase income for farmers. This paragraph demonstrates Level 3 skill rather than Level 4 skill because it lacks specific examples, such as statistics to support their response. For example, they didn't state how many farmers were helped or by how much the wages or income increased.

The Tennessee valley authority helped the area by building dams, which controlled the problem of the river and mad work at the same time.

The Tennessee valley was also a really underdeveloped zone without electricity. The alphabet agency helped by building electricity networks. The Tennessee valley was a big problem area because it was devided into 7 zones and every zone had their own government, which made it impossible for them to control and solve the problems in all regions. The Tennessee valley authority made it possible and was a great success. But even though the alphabet agencies were a really important factor there were other which made the New Deal work out.

The economic and especially the confidence of america was weekend a lot by the depression and Roosevelts aim was to recover from it. He introduced 'bank holidays' which closed all banks for 4 days and reopened over 5000 healthy banks again after the holidays. They were even supported by the government if necessary. People started to get trust into the banks again and confidence started growing. Roosevelt made the americans feel that something good was happening, which was significant, because the americans had the feeling that they can trust Roosevelts actions.

The TVA is examined in more detail here. The candidate demonstrates, indirectly, a clear understanding of its importance in helping many different aspects of the USA during the Depression such as the lack of communication between individual states, the poor economic development of the Tennessee Valley area and the problems caused by lack of electrification. The candidate needs to address *why* this was important. For example, it helped to bring power to the region which allowed businesses to grow and create new job opportunities in the area.

This paragraph demonstrates Level 3 skills because the explanation is structured but the explanations are not well-proven. If they had also included some example figures or statistics to support their answer, they might have developed it to demonstrate Level 4 skills.

The candidate then provides an analytical balance to their response by examining other aspects of the New Deal as opposed to the Alphabet Agencies. The focus here is the Emergency Banking Act (though not mentioned by name).

The explanation of its importance is well-supported and developed, as the candidate links this to the renewed confidence in the banking system and includes in-depth factual examples to support their comments on how people regained confidence.

This paragraph demonstrates Level 4 skill because it is supported by some relevant examples, such as '*... introduced 'bank holidays' which closed all banks for 4 days and reopened over 5000 healthy banks again after the holidays*' that help develop this part of the answer further.

Section 5: Example candidate response

Furthermore Roosevelt introduced the Wagner Pact which forced all companies to allow trade unions. Employees were allowed to negotiate in trade unions for e.g. higher wages. This pact created more cooperation in companies and made the employees feel fair treated and worth.

The Wagner Act is examined here as a further example of non-agency help as part of the New Deal. This section is brief and not precise about importance but is clearly focussed. The response here demonstrates Level 3 skill because it indirectly addresses the question of importance by making a valid comment about the Wagner Act but it does not score higher because it is not obvious in the way the paragraph is worded and it lacks factual examples to make it developed.

Another really important factor was the regulations Roosevelt introduced in his second New Deal. He developed a scheme that allowed pension for elderly over 65 and widows.

The candidate then gives details about the Social Security Act without mentioning it by name. Good knowledge and understanding is demonstrated about the workings of the legislation and it is linked directly to importance as part of the Second New Deal.

Furthermore it made companies put small amount of money into funds, which was given to people who lost their jobs to be able to pay their houses and food until they found work again. He also provided money and help for people were not able to work because of accident or a disability. The scheme made many americans feel safe and get trust in the government.

This description is structured but as the candidate only partially explains the importance they demonstrate Level 3 skill. This could have been developed further into a Level 4 response by comparing the relative importance of the Social Security Act to the Alphabet Agencies by comparing their impact and success.

All in all I can say that the alphabet agencies were probably the most important factor to make the New Deal work out because all of them strenghtend the economy very much and helped farmers and americans in general to get out of the depression. The best thing about the alphabet agencies was probably that it reduced the unemployment rate really much, but however, their were also other factors that helped america to recover like the wagner pact and security act.

The conclusion is brief and acts as a summary rather than providing a final analysis. There is not enough explanation and evidence to make a supported judgement about the relative importance of the Alphabet Agencies against other factors. So, the conclusion demonstrates Level 3 skill.

To demonstrate Level 4 skill here, the candidate has to make well-reasoned and supported judgements in the conclusion using precise and accurate evidence that proves their argument.

Mark awarded = 21 out of 40

Level 3

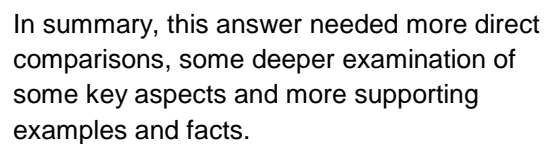
D. How the answer could have been improved

This is a solid Level 3 response that shows balanced but partial explanations that address the question.

The response could be improved to achieve Level 4 by directly comparing the relative importance of the Alphabet Agencies against the other aspects of the New Deal in terms of their impact and success in solving the problems caused by the Depression, such as unemployment, poverty and stimulating the economy.

The response could have also examined the lack of success of many of the Alphabet Agencies in the long term as many aspects of the Depression were only solved by the onset of the Second World War.

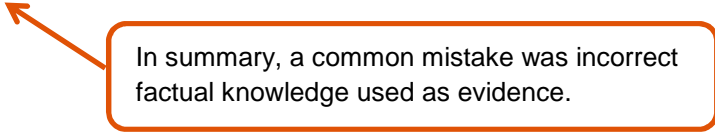
Opposition to the New Deal could also have been included in the response, particularly radical opponents such as Huey Long, Supreme Court opposition and Republican criticisms of the Alphabet Agencies.



In summary, this answer needed more direct comparisons, some deeper examination of some key aspects and more supporting examples and facts.

E. Common mistakes

The most common error for this question was the mistake made by some candidates in defining what constitutes an Alphabet Agency. Many responses incorrectly described all legislation passed by the Roosevelt administration as an example of an Alphabet Agency. It was also common for candidates to mistakenly include the Emergency Banking Act, the Wagner Act and the Social Security Act as examples of the agencies, which is incorrect and led many candidates to write large sections of inaccurate material in their responses.



In summary, a common mistake was incorrect factual knowledge used as evidence.

General advice

In order to do your best when answering a question, make sure you:

- actually address the question being asked; stay focussed
- think carefully about how to define a given term or event, ensuring that you use the correct facts in your description, not just all the facts you can think of
- relate any facts, definitions or knowledge you've given to the question being asked, i.e. consider the context of the information you are giving
- are clear and direct in any judgement, statements or conclusions you are making; the examiner cannot make assumptions about what you mean – you need to make it very clear
- support any judgements, statements or conclusions with accurate and relevant evidence, examples and statistics
- write a conclusion that is analytical and developed in terms of explanation and evidence when making your final judgement.

Section 6: Revision

It is important that you plan your revision in plenty of time for the examinations and that you develop a revision technique that works for you.

Planning your revision

A well-structured revision plan can give you the best chance of success in your examinations. As early as possible (at least six weeks before the examinations for each subject) identify the time you will spend revising and **schedule** slots for revision of this subject alongside your other subjects.

To create a revision schedule, you could use an overall planner for the weeks leading up to the examinations. You could then create weekly revision plans at the start of each week, which include the detail of which subjects you will revise and when. There are some example planners on the next page but there are lots of other ways you can do this. Planning takes time but will help you be more productive.

Use the following as a checklist to help you create your schedule.

Write down the dates and times of each of the examinations you are taking, in a calendar, diary or planner.

Work out how much time you have before each examination, so you can leave yourself plenty of time to revise each subject.

For each subject make sure you:

know how long each examination paper is

know what each examination paper is going to assess

work out how much time you can spend on each topic so that you revise all topics.

It is important to have breaks in order to stay alert and productive, so make sure you:

include one rest day per week, or break this up into shorter rest breaks across a week

include at least two hours of rest before bed time; working too late is unlikely to be productive

take regular breaks during revision; revising for hours without a break will overload you

have short revision sessions and short breaks between each session

know ways to relax during your breaks; for example, physical exercise can be good during breaks.

It is important to be flexible and realistic, so make sure you:

include most days leading up to the exams **and** include any days or times when you are not able to revise (for example due to attending school, eating meals, participating in sports and hobbies)

are honest with yourself about how much time you can really spend on each subject and topic

don't get upset about plans that did not work – think of new plans that are easier to achieve.

It might help to:

include a mixture of subjects each day

break up the material in your subjects into manageable chunks.

Plan to **return** to topics and **review** them; revisiting a topic means that you can check that you still remember the material and it should help you to recall more of the topic.

Include doing past paper examinations in your plan.

Revision planners

There are many different planners, calendars and timetables you could use to plan your revision. The ones provided in this section are just examples. They range from an overview of all the weeks leading up to the first examination, to the detail of what you will be revising each day.

Use colour-coding for different subjects, time off, examinations and so on. Plan which subjects you are going to revise in which slots. You could then add more detail such as topics to be covered. The planner can be as detailed, large and colourful as you like. Remember to tick off sections as you complete them and to review your plans if needed.

Overview planner

In the example below, imagine that the first examination is on 1 June. Here, the box has just been highlighted but you should write down the paper number, the subject and the time of the examination. You should do this for **all the examinations** you have. This helps you to visualise how much time you have before each examination. You can use this to block out whole or half days when you can't revise. You can also include as much or as little detail about your daily or weekly revision plan as you like.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
17	18	19	20	21	22	23
24	25	26	27	28	29	30
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Section 6: Revision

Weekly planner

This allows you to input greater detail about what you will revise each week. In the example below, each day is split into three.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

In the example below, each day has been split into 1-hour slots so you can include even more detail.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
08:00 – 09:00							
09:00 – 10:00							
10:00 – 11:00							
11:00 – 12:00							
12:00 – 13:00							
13:00 – 14:00							
14:00 – 15:00							
15:00 – 16:00							
16:00 – 17:00							
17:00 – 18:00							
18:00 – 19:00							
19:00 – 20:00							
20:00 – 21:00							

General revision advice

Here are some useful tips to help you with your revision. Use this as a checklist.

Make accurate notes during the course.

Look at the revision checklists on [page 50](#) and be really clear what topics you need to know.

Check that your notes are complete and make sense.

If you need to improve your notes, you could:

ask your teacher for help, especially if you don't understand some of your notes

ask a friend if you can copy missed work, but make sure you understand it

find more information on topics using your teacher, textbook, the library or the internet; your teacher will have a full copy of the syllabus

use different note-taking methods such as colour-coded notes, tables, spider-diagrams and mind maps; Venn diagrams can be very useful when you need to compare and contrast things.

Make lots of new notes: they don't have to be neat, you can use scrap paper or a digital notepad. Remember that the process of writing and reviewing your notes helps you to remember information.

Be organised: keep your notes, textbooks, exercise books and websites to hand.

Find a revision method that works for you; this might be working alone, with friends, with parents, online, at school, at home or a mixture of many different methods.

Have a clear revision plan, schedule or timetable for each subject you are studying.

Vary your revision activities: your revision programme should do more than remind you what you can and cannot do – it should help you to improve.

Use revision checklists to analyse how confident you feel in each topic.

Try doing some past examination papers; use the mark schemes to assess yourself.

Use plenty of pens, colours, paper and card of different sizes to make your notes more fun.

Test yourself in different ways, for example by:

playing 'Teach the topic' ([see page 46](#))

using Question and answer cards ([see page 46](#))

answering real exam questions

Buy a good revision guide.

Section 6: Revision

You might also find it helpful to:

Target single issues such as correcting those little things you always get wrong, or reminding yourself about any facts/issues/skills that you have never been too sure of.

Spend most of your time on specific skills, knowledge or issues that you have found more difficult when practising them, either during revision or earlier in the course during tests or mock exams.

Spend some time focussing on your strengths as well, so that you can improve.

Top tips for revision of Cambridge IGCSE History

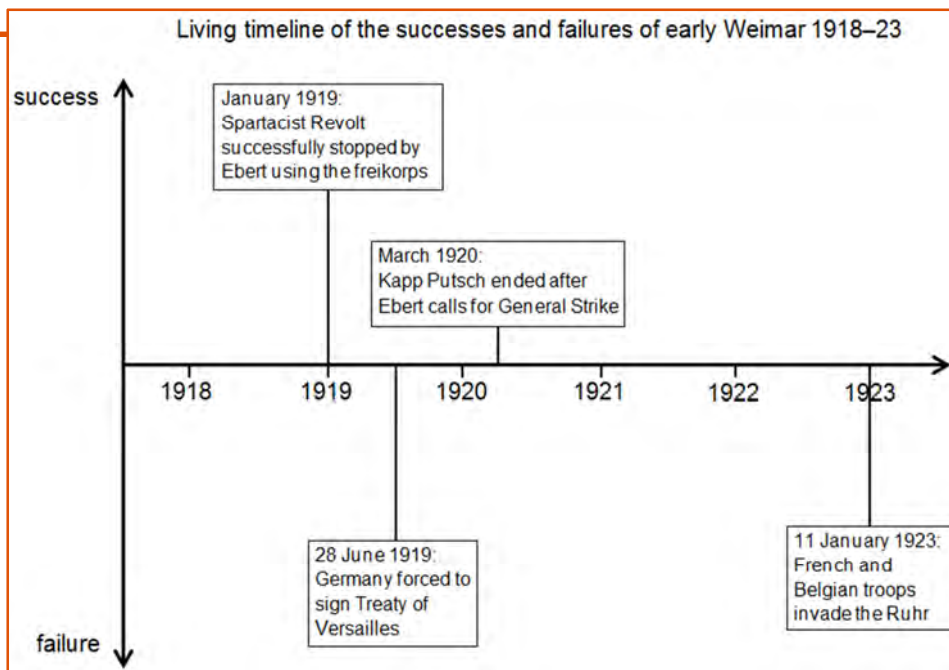
1. Living timelines

Living timelines are not just normal timelines. They allow you to analyse information, study causes and consequences and get your brain working beyond just putting dates in order.

The basics of a living timeline are as follows:

- i) Use a horizontal line for the dates, just like a normal timeline.
- ii) Use a vertical line to label the success and failure, importance, significance, impact, continuity and change over a set period of time.

The example below measures the success and failures of the Weimar Republic 1918–23 from Depth Study B: Germany 1918–45.



2. Mind maps

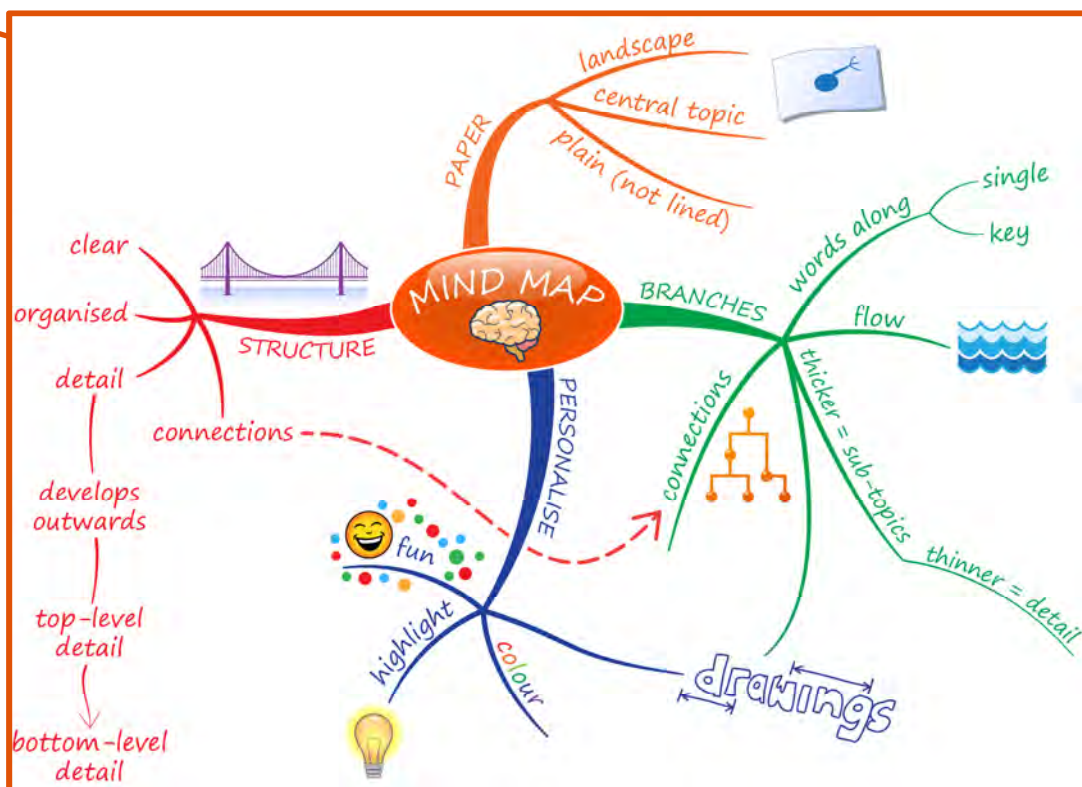
Mind maps are a great way to revise the links between different factors or to explore a larger topic. They can also be used to brainstorm your ideas.

- i) Use a blank sheet of paper and turn it on its side (landscape).
- ii) Put the topic title in the middle of the page and build the mind map outwards using lines called 'branches'.
 - The first branches are from the central topic to sub-topics; draw these as thick lines.
 - Add new branches from the sub-topics to include more detail; draw these as thinner lines.
 - Add even more detail to a point by adding more branches.

This creates a hierarchy of information from 'overview' (the thick branches) to 'fine detail' (thinnest branches).

- iii) Write single key words or phrases along a branch and add drawings for visual impact.
- iv) Use different colours, highlighter pens, symbols and arrows to highlight key facts or issues.

It is a good idea to use a large piece of plain A3 (or larger) paper and lots of coloured pens.



3. Teach the topic

This is a very simple but effective technique that focusses on knowledge recall. It tests the brain and rehearses the information you need to know for a certain topic and so will help your revision.

- i) Create some topic cards with key bullet points of information on. Leave space for ticks.
- ii) Give these to your parents, family, friend or whoever you want.
- iii) Give yourself 10 minutes maximum to teach your audience the main points of the topic. You could use a mini-whiteboard or flipchart to help.
- iv) Your audience tick off all the points you mention in your presentation and give you a final score.

The brain loves competition, so if you do not score full marks, you can try again the next day, or compete against friends. This system of repeat and rehearsal is very effective, especially with more complex topics, and doesn't take much preparation.

4. Question and answer (Q & A) cards

This is very similar to 'Teach the topic' but less formal and less public for those who dislike performing in front of others. It tests knowledge recall and rehearses the information you need to know for a certain topic.

- i) Pick a topic and create two sets of cards: question cards and answer cards. You might find it helpful to make the question cards a different size or use different coloured card for answers.
- ii) Make sure you have the topic, or something appropriate depending on what you are focussing on, as a heading on each card. The questions should test your knowledge and understanding of key areas of the course.
- iii) A friend or family member uses the cards to test you in short 5 or 10 minute periods at any time during the day.
- iv) You could also do this alone by reading the questions to yourself, giving the answer and then checking the correct answer card.
- v) This game can be adapted by using the cards to find matching pairs: turn all cards face down across the space in front of you. Turn over two cards, leaving them where they are. If they match (one is a question card and the other is the corresponding answer card) pick up the pair and put them to one side. If they don't match, try to remember where they are and what is on each card, then turn them back over. Turn over two other cards. Continue until you have matched all pairs.

5. Question paper and mark schemes

Looking at past question papers and the mark scheme helps you to familiarise yourself with what to expect and what the standard is.

- i) Ask your teacher for past paper questions with mark schemes for the course – ask your teacher for help to make sure you are answering the correct questions and to simplify the mark scheme.
- ii) Look at the revision checklist and identify which topic a given question relates to – you might need to ask your teacher to help you do this.
- iii) Once you have finishing revising a topic or unit, time yourself answering some appropriate exam questions. Check the mark schemes to see how well you would have scored, or give the answers to your teacher to check.
- iv) Add details or notes to the mark scheme where you missed out on marks in your original answers using a different coloured pen. Use these notes when you revise and try the question again later.

You can find plenty of past exam papers and mark schemes on the Cambridge website www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-history-0470/past-papers/

Don't forget ...

...the advice given earlier in this Learner Guide about how to improve your learning approach, organisation skills and note-taking. Methods that you tried to help you learn during the course can also be applied to your revision.

For example, if you find the listening learning style useful, you could record yourself reading your revision notes out loud. You could read out particular topics that you find difficult, or specific information such as definitions, dates, facts or formulas. Play the recording back again and again. You can pause the recording and repeat certain parts, or try to guess what comes next. You could even make up songs, poems, phrases or rhymes and record these to help you remember.

Other useful revision advice for Cambridge IGCSE History

Although there is a choice of questions on Paper 1 and Paper 4, not every Key Question will be examined, so make sure you don't have gaps in your notes, just in case those topics come up.

Section 6: Revision

You can plan to revise in a number of different ways, such as:

- Revise by topic – revise the Key Questions in your Core Content option and then your Depth Study.
- Revise by exam paper – revise the topics as they are tested in the examination Papers 1–4.
- Mixed approach – revise the topics in the Core Content option and the Depth Study option but practise relevant exam paper questions as you go along.

There is no correct way of revising so you need to choose the system that works for you.

Mixed approach revision timetable

The example below shows a simple table that applies the **mixed approach** to revision timetabling.

This example shows only a small e of the content.

Column 1 – contains the topic focus or Key Question

Column 2 – lists the planned amount of time to spend revising based on the difficulty and amount of information to be learned

Column 3 – includes a reference to past paper questions that test the topic

Column 4 – ‘RAG’ stands for ‘Red’, ‘Amber’ and ‘Green’. Fill in this column according to your confidence in the topic focus or Key Question: R = Red (I do not understand or am not confident); A = Amber (I partially understand and have some confidence); G = Green (I fully understand and am completely confident)

Column 5 – write notes to yourself on what to focus on, or activities to help you revise or practise the topics and any notes that support your revision.

Core Content Option B – example of the ‘mixed approach’

Topic/ Key Question	Time needed	Past paper	RAG	Notes
The 20th century: International Relations since 1919 Core B1 Were the peace treaties of 1919–23 fair? • The peace treaties of 1919–23: – the roles of individuals such as Wilson, Clemenceau and Lloyd George in the peacemaking process – ...	4 hours			

Test yourself

Before you start your revision, answer the questions below to see how well you understand the ways in which you will be assessed. You can check your answers in *Section 7: Answers*.

1. There are four components in the Cambridge IGCSE History syllabus. Which components do you take? (Tick the correct statement.)

Paper 1, Paper 2 and then either Paper 3 (Coursework) or Paper 4 (Alternative to Coursework)

Paper 1 or Paper 2, Paper 3 (Coursework) and Paper 4

Paper 1, Paper 2 or Paper 3, and Paper 4

2. Which topics will you study in the Cambridge IGCSE History syllabus?
(Tick the correct statement.)

Core Content Option A and B plus one Depth Study A–G

Core Content Option A or B plus one Depth Study A–G

Core Content Option A or B plus two Depth Studies A–G

3. Which of the following statements are correct? (Tick the correct statement(s).)

Paper 1 is in two Sections, A and B.

Paper 1 lasts 90 minutes.

In Paper 1, the questions are all divided into three parts: (a), (b) and (c).

In Paper 1, you will be tested on both the Core Content and the chosen Depth Study.

In Paper 1, you need to pick two questions from each Section.

4. Which of the following statements are correct? (Tick the correct statement(s).)

Paper 2 lasts two hours and has a pre-set topic that can be found in the syllabus based on the Core Content options.

In Paper 2, you choose only your Core Content option and answer all of the questions on that topic.

Paper 2 is a source-based examination.

In Paper 2, Question 6 does not require you to use any of the sources.

In Paper 2, you do not need to use any of your own knowledge in the answers.

5. Which of the following are correct? (Tick the correct statement(s).)

Coursework should be up to 2000 words in length.

Coursework should be a single question based on your chosen Depth Study or one devised by your school and approved by Cambridge.

It is only marked by your teacher.

The question can be in any form you want.

You must reference quotes that you use in your coursework.

6. Which of the following statements are correct? (Tick the correct statement(s).)

Paper 4 is a one-hour examination.

Paper 4 is based on the Core Content options and not the Depth Studies.

Paper 4 is only based on your chosen Depth Study A–G.

In Paper 4, you answer both questions from your chosen Depth Study A–G.

Paper 4 requires an essay-style answer.

Section 6: Revision

7. Which of the following statements are true when preparing for the Cambridge IGCSE History examinations? (Tick the correct statement(s).)

Make sure you time yourself carefully in the examinations.

Make sure you answer the question being asked.

It is always good to give general knowledge about the topic in your answers.

You should always take **large** quotes from the sources in Paper 2.

Make sure you start writing straight away so as to not waste any time in the exams.

Now use the revision checklists on the next pages to help guide your revision.

Revision checklists for Cambridge IGCSE History

The tables below provide an outline of the syllabus that can be used as a revision checklist.

They don't contain all the detailed knowledge you need to know, just an overview. For more detail see the syllabus and talk to your teacher.

You can use the tick boxes in the checklists to show when you have revised a topic and are happy that you do not need to return to it. Tick the 'R', 'A', and 'G' column to record your progress. The 'R', 'A' and 'G' represent different levels of confidence, as follows:

- R = **RED**: means you are really unsure and lack confidence in a topic; you might want to focus your revision here and possibly talk to your teacher for help
- A = **AMBER**: means you are reasonably confident in a topic but need some extra practice
- G = **GREEN**: means you are very confident in a topic

As your revision progresses, you can concentrate on the **RED** and **AMBER** topics, in order to turn them into **GREEN** topics. You might find it helpful to highlight each topic in red, orange or green to help you prioritise.

You can use the 'Comments' column to:

- add more information about the details for each point
- include a reference to a useful resource
- add learning aids such as rhymes, poems or word play
- highlight areas of difficulty or things that you need to talk to your teacher about.

Click on the relevant link below to go directly to the appropriate checklist.

Core Content

Option A: The 19th century: The Development of Modern Nation States, 1848–1914

Option B: The 20th century: International Relations since 1919

Depth Study

A: The First World War, 1914–18

B: Germany, 1918–45

C: Russia, 1905–41

D: The USA, 1919–41

E: China, c.1930–c.1990

F: South Africa, c.1940–c.1994

G: Israelis and Palestinians since 1945

Core Content Option A – The 19th century: The Development of Modern Nation States, 1848–1914

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Core A1 Were the Revolutions of 1848 important?	<ul style="list-style-type: none"> Why were there so many revolutions in 1848? Did the revolutions have anything in common? Why did most of the revolutions fail? Did the revolutions change anything? 	<p>The nature of revolutions in 1848, and the influence of liberalism and nationalism</p> <p>Causes and events of revolutions in France, Italy, Germany and the Austrian Empire</p> <p>Reasons for the failure of the revolutions</p>				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Core A2 How was Italy unified?	<ul style="list-style-type: none"> Why was Italy not unified in 1848–49? How important was Garibaldi's contribution to unifying Italy? Did Cavour help or hinder the unification of Italy? How important for other European countries were moves towards Italian unification? 	<p>Austrian influence over Italy</p> <p>Italian nationalism and the role of Mazzini</p> <p>Events of 1848–49</p> <p>Victor Emmanuel II and Cavour: Plombières, war with Austria in 1859</p> <p>Garibaldi and the invasion of Sicily and Naples</p> <p>The creation of the Kingdom of Italy, completion of unification by 1870</p>				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Core A3 How was Germany unified?	<ul style="list-style-type: none"> Why was Germany not unified in 1848–50? How did Bismarck bring about Austria's defeat of 1866? How did Bismarck bring about France's defeat of 1870? How far was Bismarck responsible for the unification of Germany? 	German nationalism The Zollverein The 1848 revolution in Prussia The setting up and eventual failure of the Frankfurt Parliament Re-establishment of Austrian influence in Germany by 1850 Bismarck as Prussian Minister-President Bismarck's foreign policy to 1871: <ul style="list-style-type: none"> Schleswig-Holstein the Austro-Prussian War and its consequences relations with France the Spanish Succession and the Franco-Prussian War the creation of the German empire 				

Core Content Option A – The 19th century: The Development of Modern Nation States, 1848–1914

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Core A4 Why was there a civil war in the United States and what were its results?	<ul style="list-style-type: none"> • How far did slavery cause the Civil War? • What was the significance of Lincoln's election as president? • Why was the North able to win the war? • Did the war change anything? 	Causes and consequences of the American Civil War, 1820–77: <ul style="list-style-type: none"> – differences between North and South – slavery, slave states and free states abolitionism – the 1860 election and secession of the Southern states – reasons for the North's victory – the role of Lincoln – reconstruction – how successful was reconstruction? 				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Core A5 Why, and with what effects, did Europeans expand their overseas empires in the 19th century?	<ul style="list-style-type: none"> • What were the motives behind European imperialism? • How varied were the impacts of European imperialism on Africans? • Why, and with what effects, did Indians resist British rule? • Why, and with what effects, did the Chinese resist European influence? 	<p>Reasons for imperialism: economic, military, geopolitical, religious and cultural motives</p> <p>Europeans in Africa: case studies of French, British and Belgian imperialism, and their impacts on Africans:</p> <ul style="list-style-type: none"> – the French model of assimilation and direct rule; Faidherbe and Senegal – the British model of indirect rule; Lugard and Nigeria – the Belgians and private imperialism; Leopold II and the Congo <p>The British in India: the Mutiny, and changes it brought to British rule</p> <p>Europeans and China: the Opium Wars, the Boxer Rising and their results</p>				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Core A6 What caused the First World War?	<ul style="list-style-type: none"> • Did the Alliance System make war more likely or less likely? • How far did colonial problems create tensions between the Great Powers? • Why were problems in the Balkans so difficult for the Great Powers to solve? • How did the assassination of Franz Ferdinand lead to war? 	<p>The origins of the First World War, 1890–1914:</p> <ul style="list-style-type: none"> – the Alliance System – the arms race – colonial rivalries – developments in the Balkans – the crisis of June–July 1914 and the outbreak of war 				

Core Content Option B – The 20th century: International Relations since 1919

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Core B1 Were the peace treaties of 1919–23 fair?	<ul style="list-style-type: none"> • What were the motives and aims of the Big Three at Versailles? • Why did all the victors not get everything they wanted? • What was the impact of the peace treaty on Germany up to 1923? • Could the treaties be justified at the time? 	<p>The peace treaties of 1919–23:</p> <ul style="list-style-type: none"> – the roles of individuals such as Wilson, Clemenceau and Lloyd George in the peacemaking process – the impact of the treaties on the defeated countries – contemporary opinions about the treaties 				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Core B2 To what extent was the League of Nations a success?	<ul style="list-style-type: none"> • How successful was the League in the 1920s? • How far did weaknesses in the League's organisation make failure inevitable? • How far did the Depression make the work of the League more difficult? • How successful was the League in the 1930s? 	<p>The League of Nations:</p> <ul style="list-style-type: none"> – strengths and weaknesses in its structure and organisation: work of the League's agencies/humanitarian work – successes and failures in peacekeeping during the 1920s – the impact of the World Depression on the work of the League after 1929 – the failures of the League in the 1930s, including Manchuria and Abyssinia 				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Core B3 Why had international peace collapsed by 1939?	<ul style="list-style-type: none"> • What were the long-term consequences of the peace treaties of 1919–23? • What were the consequences of the failures of the League in the 1930s? • How far was Hitler's foreign policy to blame for the outbreak of war in 1939? • Was the policy of appeasement justified? • How important was the Nazi–Soviet Pact? • Why did Britain and France declare war on Germany in September 1939? 	<p>The collapse of international order in the 1930s</p> <p>The increasing militarism of Germany, Italy and Japan</p> <p>Hitler's foreign policy to 1939:</p> <ul style="list-style-type: none"> – the Saar – remilitarisation of the Rhineland – involvement in the Spanish Civil War – Anschluss with Austria – appeasement – crises over Czechoslovakia and Poland – the outbreak of war 				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Core B4 Who was to blame for the Cold War?	<ul style="list-style-type: none"> • Why did the USA–USSR alliance begin to break down in 1945? • How had the USSR gained control of Eastern Europe by 1948? • How did the USA react to Soviet expansionism? • What were the consequences of the Berlin Blockade? • Who was the more to blame for starting the Cold War: the USA or the USSR? 	<p>The origins of the Cold War:</p> <ul style="list-style-type: none"> – the 1945 summit conferences and the breakdown of the USA–USSR alliance in 1945–46 – Soviet expansion into Eastern Europe to 1948, and American reactions to it – the occupation of Germany and the Berlin Blockade – NATO and the Warsaw Pact 				

Core Content Option B – The 20th century: International Relations since 1919

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Core B5 How effectively did the USA contain the spread of Communism?	<ul style="list-style-type: none"> America and events in Korea, 1950–53 America and events in Cuba, 1959–62 American involvement in Vietnam. 	<p>Events of the Cold War</p> <p>Case studies of:</p> <ul style="list-style-type: none"> American reactions to the Cuban revolution, including the missile crisis and its aftermath American involvement in the Vietnam War, e.g. reasons for involvement, tactics/strategy, reasons for withdrawal American reactions to North Korea's invasion of South Korea, involvement of the UN, course of the war to 1953 				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Core B6 How secure was the USSR's control over Eastern Europe, 1948–c.1989?	<ul style="list-style-type: none"> Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition? How similar were events in Hungary in 1956 and in Czechoslovakia in 1968? Why was the Berlin Wall built in 1961? What was the significance of 'Solidarity' in Poland for the decline of Soviet influence in Eastern Europe? How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe? 	<p>Soviet power in Eastern Europe:</p> <ul style="list-style-type: none"> resistance to Soviet power in Hungary (1956) and Czechoslovakia (1968) the Berlin Wall 'Solidarity' in Poland Gorbachev and the collapse of Soviet control over Eastern Europe 				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Core B7 Why did events in the Gulf matter, c.1970–2000?	<ul style="list-style-type: none"> Why was Saddam Hussein able to come to power in Iraq? What was the nature of Saddam Hussein's rule in Iraq? Why was there a revolution in Iran in 1979? What were the causes and consequences of the Iran-Iraq War, 1980–88? Why did the First Gulf War take place? 	<p>The rise to power of Saddam Hussein in Iraq</p> <p>The rule of Saddam Hussein up to 2000, and the consequences of his rule for different groups in Iraq</p> <p>The nature of the Shah's rule in Iran and the Iranian Revolution of 1979</p> <p>The causes and consequences of the Iran-Iraq War, 1980–88; Western involvement in the war</p> <p>The causes, course and consequences of the Gulf War, 1990–91</p>				

Depth Study A: The First World War, 1914–18

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth A1 Why was the war not over by December 1914?	<ul style="list-style-type: none"> How was the Schlieffen Plan intended to work? How important was Belgium's reaction to the Schlieffen Plan? How successful was the British Expeditionary Force (BEF)? Why did both sides introduce trenches? 	<p>The Schlieffen Plan in operation</p> <p>The Battles of Mons, the Marne and Ypres:</p> <ul style="list-style-type: none"> the reaction to the 'stalemate' the nature and problems of trench warfare 				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth A2 Why was there stalemate on the Western Front?	<ul style="list-style-type: none"> Why did the war become bogged down in the trenches? What was living and fighting in the trenches like? How important were new developments such as tanks, machine guns, aircraft and gas? What was the significance of the battles of Verdun and the Somme? 	<p>The main battles of the war including the Somme and Verdun:</p> <ul style="list-style-type: none"> the leadership and tactics of Haig at the Battle of the Somme the nature and problems of trench warfare the use and impact of new methods of warfare 				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth A3 How important were other fronts?	<ul style="list-style-type: none"> Who won the war at sea? Why did the Gallipoli campaign of 1915 fail? Why did Russia leave the war in 1918? What was the impact of war on civilian populations? 	<p>The war at sea:</p> <ul style="list-style-type: none"> the Battle of Jutland and its consequences the use of convoys and submarines and the U-boat campaign <p>The reasons for, and results of, the Gallipoli campaign</p> <p>The impact of war on civilian populations</p> <p>Events on the Eastern Front and the defeat of Russia</p>				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth A4 Why did Germany ask for an armistice in 1918?	<ul style="list-style-type: none"> What was the importance of America's entry into the war? Why was the German offensive of 1918 unsuccessful? Why did revolution break out in Germany in October 1918? Why was the armistice signed? 	<p>The German offensive and the Allied advance:</p> <ul style="list-style-type: none"> the impact of American entry into the war <p>Conditions in Germany towards the end of the war:</p> <ul style="list-style-type: none"> the Kiel Mutiny and German Revolution the abdication of the Kaiser <p>The armistice</p>				

Depth Study B: Germany, 1918–45

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth B1 Was the Weimar Republic doomed from the start?	<ul style="list-style-type: none"> How did Germany emerge from defeat at the end of the First World War? What was the impact of the Treaty of Versailles on the Republic? To what extent did the Republic recover after 1923? What were the achievements of the Weimar period? 	The Revolution of 1918 and the establishment of the Republic The Versailles Settlement and German reactions to it The Weimar Constitution, the main political divisions, the role of the army Political disorder, 1919–23: <ul style="list-style-type: none"> – economic crises and hyper-inflation – the occupation of the Ruhr The Stresemann era Cultural achievements of the Weimar period				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth B2 Why was Hitler able to dominate Germany by 1934?	<ul style="list-style-type: none"> • What did the Nazi Party stand for in the 1920s? • Why did the Nazis have little success before 1930? • Why was Hitler able to become Chancellor by 1933? • How did Hitler consolidate his power in 1933–34? 	The early years of the Nazi Party: <ul style="list-style-type: none"> – Nazi ideas and methods – the Munich Putsch – the roles of Hitler and other Nazi leaders The impact of the Depression on Germany: <ul style="list-style-type: none"> – political, economic and social crisis of 1930–33 – reasons for the Nazis' rise to power – Hitler takes power – the Reichstag Fire and the election of 1933 				

Depth Study B: Germany, 1918–45

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth B3 The Nazi regime (a) How effectively did the Nazis control Germany, 1933–45?	<ul style="list-style-type: none"> How much opposition was there to the Nazi regime? How effectively did the Nazis deal with their political opponents? How did the Nazis use culture and the mass media to control the people? Why did the Nazis persecute many groups in German society? Was Nazi Germany a totalitarian state? 	Nazi rule in Germany: <ul style="list-style-type: none"> the Enabling Act the Night of the Long Knives the death of Hindenburg the removal of opposition methods of control and repression use of culture and the mass media Economic policy including re-armament				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth B3 The Nazi regime (b) What was it like to live in Nazi Germany?	<ul style="list-style-type: none"> How did young people react to the Nazi regime? How successful were Nazi policies towards women and the family? Did most people in Germany benefit from Nazi rule? How did the coming of war change life in Nazi Germany? 	Different experiences of Nazi rule: <ul style="list-style-type: none"> women and young people anti-Semitism persecution of minorities opposition to Nazi rule Impact of the Second World War on Germany: <ul style="list-style-type: none"> the conversion to war economy the Final Solution 				

Depth Study C: Russia, 1905–41

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth C1 Why did the Tsarist regime collapse in 1917?	<ul style="list-style-type: none"> How well did the Tsarist regime deal with the difficulties of ruling Russia up to 1914? How did the Tsar survive the 1905 Revolution? How far was the Tsar weakened by the First World War? Why was the revolution of March 1917 successful? 	<p>The main features of Tsarist rule and Russian society before the First World War:</p> <ul style="list-style-type: none"> the 1905 Revolution and its aftermath attempts at reform <p>The First World War and its impact on the Russian people</p> <p>The March Revolution of 1917</p>				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth C2 How did the Bolsheviks gain power, and how did they consolidate their rule?	<ul style="list-style-type: none"> How effectively did the Provisional Government rule Russia in 1917? Why were the Bolsheviks able to seize power in November 1917? Why did the Bolsheviks win the Civil War? How far was the New Economic Policy a success? 	<p>The Provisional Government and the Soviets, the growing power of revolutionary groups</p> <p>Reasons for the failure of the Provisional Government</p> <p>The Bolshevik seizure of power, the role of Lenin</p> <p>The main features of Bolshevik rule, the Civil War and War Communism, and reasons for the Bolshevik victory</p> <p>The Kronstadt Rising and the establishment of the New Economic Policy</p>				

Depth Study C: Russia, 1905–41

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth C3 How did Stalin gain and hold on to power?	<ul style="list-style-type: none"> Why did Stalin, and not Trotsky, emerge as Lenin's successor? Why did Stalin launch the Purges? What methods did Stalin use to control the Soviet Union? How complete was Stalin's control over the Soviet Union by 1941? 	Lenin's death and the struggle for power Reasons for Stalin's emergence as leader by 1928 Stalin's dictatorship: <ul style="list-style-type: none"> – use of terror – the Purges – propaganda and official culture 				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth C4 What was the impact of Stalin's economic policies?	<ul style="list-style-type: none"> Why did Stalin introduce the Five-Year Plans? Why did Stalin introduce collectivisation? How successful were Stalin's economic changes? How were the Soviet people affected by these changes? 	Stalin's economic policies and their impact: <ul style="list-style-type: none"> – the modernisation of Soviet industry – the Five-Year Plans – collectivisation in agriculture Life in the Soviet Union: <ul style="list-style-type: none"> – the differing experiences of social groups – ethnic minorities and women 				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth D1 How far did the US economy boom in the 1920s?	<ul style="list-style-type: none"> On what factors was the economic boom based? Why did some industries prosper while others did not? Why did agriculture not share in the prosperity? Did all Americans benefit from the boom? 	The expansion of the US economy during the 1920s: <ul style="list-style-type: none"> – mass production in industries for cars and consumer durables – the fortunes of older industries – the development of credit and hire purchase – the decline of agriculture Weaknesses in the economy by the late 1920s				

Depth Study D: The USA, 1919–41

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth D2 How far did US society change in the 1920s?	<ul style="list-style-type: none"> • What were the 'Roaring Twenties'? • How widespread was intolerance in US society? • Why was Prohibition introduced, and then later repealed? • How far did the roles of women change during the 1920s? 	Society in the 1920s: <ul style="list-style-type: none"> – the 'Roaring Twenties' – film and other media – Prohibition and gangsterism – restrictions on immigration, the 'Red Scare', religious intolerance – discrimination against black Americans – the Ku Klux Klan – the changing roles of women 				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth D3 What were the causes and consequences of the Wall Street Crash?	<ul style="list-style-type: none"> How far was speculation responsible for the Wall Street Crash? What impact did the crash have on the economy? What were the social consequences of the crash? Why did Roosevelt win the election of 1932? 	<p>The Wall Street Crash and its financial, economic and social effects</p> <p>The reaction of President Hoover to the crash</p> <p>The presidential election of 1932; Hoover's and Roosevelt's programmes</p>				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth D4 How successful was the New Deal?	<ul style="list-style-type: none"> What was the New Deal as introduced in 1933? How far did the character of the New Deal change after 1933? Why did the New Deal encounter opposition? Why did unemployment persist despite the New Deal? Did the fact that the New Deal did not solve unemployment mean that it was a failure? 	<p>Roosevelt's inauguration and the 'Hundred Days'</p> <p>The New Deal legislation, the 'alphabet agencies' and their work, and the economic and social changes they caused</p> <p>Opposition to the New Deal:</p> <ul style="list-style-type: none"> – the Republicans – the rich – business interests – the Supreme Court – radical critics like Huey Long <p>The strengths and weaknesses of the New Deal programme in dealing with unemployment and the Depression</p>				

Depth Study E: China, c.1930–c.1990

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth E1 Why did China become a Communist State in 1949?	<ul style="list-style-type: none"> Why did the Communists undertake the Long March in 1934? What was the importance of the Communist settlement at Yen-an? How far did the Second World War weaken the Nationalist government? Why was there a civil war and why did the Communists win it? 	Kuomintang and Communist conflict: <ul style="list-style-type: none"> the Shanghai Massacre and the five extermination campaigns the Long March life at Yen-an impact of Japanese incursions on the Nationalist government and the Communists Xian Incident, 1936 causes and events of the civil war 				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth E2 How far had Communist rule changed China by the mid-1960s?	<ul style="list-style-type: none"> • What changes in agriculture did Communist rule bring? • What was the impact of the Communists' social reforms? • How successful were the Five-Year Plans in increasing production? • Did the Chinese people benefit from Communist rule? 	<p>The nature of Chinese Communism</p> <p>Communist rule in the 1950s and 1960s:</p> <ul style="list-style-type: none"> – Agrarian reform from 1950 – people's courts and the treatment of landlords – the establishment of collectives and communes <p>Industrial developments:</p> <ul style="list-style-type: none"> – the Five-Year Plans – the Great Leap Forward <p>Social change:</p> <ul style="list-style-type: none"> – the role of women – health – education – propaganda and the destruction of traditional culture 				

Depth Study E: China, c.1930–c.1990

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth E3 What was the impact of Communist rule on China's relations with other countries?	<ul style="list-style-type: none"> • What have been China's changing relationships with neighbouring states? • Why did China try to improve relations with the USA after 1970? • How far was China established as a superpower by the time of Mao's death? • How far have China's relations with other powers improved since Mao's death? 	Chinese foreign policy: <ul style="list-style-type: none"> – changing relations with the USSR – relations with other neighbouring countries, Tibet, India, Vietnam, Taiwan Closer relations with the USA from 1970 Hong Kong Impact of China's relations with the rest of the world on its economic liberalisation since Mao's death				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth E4 Has Communism produced a cruel dictatorship in China?	<ul style="list-style-type: none"> Why did Mao launch the Cultural Revolution? What was the impact of the Cultural Revolution in China? How was the power struggle after the death of Mao resolved? How far did economic development of the 1980s produce social and political change? 	The Communist Party dictatorship: <ul style="list-style-type: none"> repression of political opposition the Hundred Flowers campaign treatment of minority groups the Cultural Revolution the role and status of Mao the power struggle after Mao's death and the re-emergence of Deng the social and political consequences of economic change in the 1980s and 1990s 				

Depth Study F: South Africa, c.1940–c.1994

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth F1 What were the foundations of the apartheid state?	<ul style="list-style-type: none"> • How far had segregation been established by 1940? • What was the impact of government policies on the non-white population by 1940? • How successful was the economic development of South Africa by 1945? • Why did the National Party win the election of 1948? 	Existing policies and social, economic and political effects of: <ul style="list-style-type: none"> – pass laws – black ‘locations’ – colour-bar on employment – land acts – restrictions on political rights Developments in mining, manufacturing and agriculture; state involvement Impact of the Second World War on South Africa British and Afrikaaner regional differences and the 1948 election				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth F2 How successfully was apartheid established between 1948 and 1966?	<ul style="list-style-type: none"> What were the main features of the apartheid system set up by the National Party after 1948? What consequences did apartheid have for the people of South Africa? How did opposition to apartheid develop between 1948 and 1964? What were the effects of the government's response to opposition by 1966? 	Legislation and methods of enforcement after 1948 Effects on employment, families, location, education, coloureds Response of white population Development and effects in South Africa of: <ul style="list-style-type: none"> ANC aims and campaigns women's resistance ANC and PAC split Umkhonto we Sizwe and Rivonia Trial Sharpeville and Langa International effects; 1961 South African Republic				

Depth Study F: South Africa, c.1940–c.1994

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth F3 To what extent did South Africa change between 1966 and 1980?	<ul style="list-style-type: none"> How significant were the policies of the National governments from 1966 to 1980? To what extent did black opposition change in this period? How far did economic factors improve lives by 1980? What was the impact of external opposition to apartheid? 	<p>Changes in methods of suppression and effects from 1966</p> <p>Divisions in ANC and PAC in exile; significance of Black Consciousness</p> <p>Differing effects of economic developments</p> <p>Organisation for African Unity and bases; UN sanctions; government response</p>				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth F4 Why did white minority rule come to an end?	<ul style="list-style-type: none"> What were the effects of the policies of P W Botha? What was the significance of individual leaders in the collapse of apartheid? Why did violence increase between 1980 and the early 1990s? To what extent was there a smooth transition of power between 1989 and 1994? 	<p>'Total strategy' and reforms; social and political effects</p> <p>The role and motives of:</p> <ul style="list-style-type: none"> President de Klerk ANC leaders Desmond Tutu Chief Buthelezi <p>School boycotts and township unrest</p> <p>White extremism</p> <p>Economic and international factors</p> <p>Power-sharing aims and responses</p> <p>1994 general election</p>				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth G1 How was the Jewish state of Israel established?	<ul style="list-style-type: none"> • What was the significance for Palestine of the end of the Second World War? • What were the causes of conflict between Jews and Arabs in Palestine? • Why did the Arabs reject UNO plans to partition Palestine? • Why was Israel able to win the war of 1948–49? 	<p>The Arab and Jewish peoples of Palestine:</p> <ul style="list-style-type: none"> – different cultures, races, languages <p>The aftermath of the Second World War:</p> <ul style="list-style-type: none"> – Jewish immigration – Jewish nationalism and the ending of the British mandate – the declaration of the state of Israel and the war of 1948–49 				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth G2 How was Israel able to survive despite the hostility of its Arab neighbours?	<ul style="list-style-type: none"> • Why was Israel able to win the wars of 1956, 1967 and 1973? • How significant was superpower involvement in Arab–Israeli conflicts? • How important was oil in changing the nature of the Arab–Israeli conflict? • By the 1990s, how far had problems which existed between Israel and her neighbours been resolved? 	<p>Israel and its Arab neighbours:</p> <ul style="list-style-type: none"> – the Suez War (1956) – the Six-Day War (1967) – the Yom Kippur War (1973) and Israeli incursions into Lebanon – the oil weapon: changes in USA and Western thinking 				

Depth Study G: Israelis and Palestinians since 1945

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
Depth G3 What was the impact of the Palestinian refugee issue?	<ul style="list-style-type: none"> Why were there so many Palestinian refugees? How effective was the PLO in promoting the Palestinian cause? Why did Arab states not always support the Palestinian cause? How did international perceptions of the Palestinian cause change over time? 	The Palestinians to c.1992: <ul style="list-style-type: none"> the refugee problem Palestinian nationalism and the formation of the PLO activities of the PLO, and international acceptance the role of Arafat relations between the PLO and Arab states relations with Israel and moves towards the creation of a Palestinian state 				

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/Key dates, events and characters
<p>Depth G4 Why has it proved impossible to resolve the Arab–Israeli issue?</p>	<ul style="list-style-type: none"> Why has the United Nations been unable to secure a lasting peace? How far have international diplomatic negotiations improved Israel’s relations with Arab states and the Palestinians? How have divisions within Israel affected the peace process? How have rivalries among Palestinians affected progress towards a settlement? 	<p>Moves towards peace:</p> <ul style="list-style-type: none"> United Nations: resolutions, aid and peace-keeping duties Camp David meetings; the Oslo Accords the establishment of the Palestinian Authority, 1996 <p>Divisions that restricted progress towards peace:</p> <ul style="list-style-type: none"> political parties: Likud, Labour how elections in Israel affected the peace process religious issues <p>Rivalries among Palestinians:</p> <ul style="list-style-type: none"> the nature of the PLO at its founding Intifada, and the rise of Hamas Hezbollah and Gaza 				

Section 7: Answers

Section 3: How you will be assessed

Where relevant, answers are given in **bold**.

1.

Component	How long and how many marks	Assesses
Paper 1	A	G
Paper 2	C	E
Paper 3	D	F
Paper 4	B	F

A: 2 hours and with 60 marks

B: 1 hour and with 40 marks

C: 2 hours and with 50 marks

D: No specific time but must be up to 2000 words and with 40 marks

E: The ability to interpret, analyse and evaluate sources

F: Knowledge and understanding, as well as the ability to explain and justify arguments and conclusions

G: Knowledge and understanding

2. (a) **Paper 1** contains Section A and Section B.



Section A covers the Core Content, Section B covers the Depth Studies.

(b) I have to answer: **Two questions from Section A and one question from Section B.**



In Section A, there are four questions to choose from for each Option; your teacher will tell you which Option you are studying. In section B, there are two questions to choose from for each of the Depth Studies, your teacher will tell you which Depth Study you are doing.

3.

Component	Question type
Paper 1	C
Paper 2	A
Paper 3	B
Paper 4	B

A: six source-based questions with no parts

B: one essay-style question

C: structured essay questions that are split into three parts, (a), (b) and (c)

D: multiple-choice

Section 7: Answers

4. In Paper 1, part (a) questions ask me to **describe**.

In Paper 1, part (b) questions ask me to **explain**.

In Paper 1, part (c) questions ask me to **argue**.

In Paper 1, part (a) questions ask you to **describe** historical events, themes or aspects of history using details and knowledge in context. Part (b) questions ask you to **explain** *why* a specific event or factor happened or *why* it was important, and Part (c) questions ask you to provide a balanced **argument** and conclusion about historical events or factors.

5. All components

In all components, you need to use your own knowledge, facts, dates and relevant examples.

6. Six questions from one topic

In Paper 2, there are six questions and you need to answer them all. You need to answer the questions on the Option topic you have studied.

7. One question from one Depth Study

In Paper 4, you need to answer one question from your chosen Depth Study. There are two questions to choose from for each Depth Study.

Section 5: Example candidate response

1. 1 hour

There is 1 hour available for Paper 4. You need to use this time to choose the question, read the question thoroughly and plan your answer, as well as writing your answer.

2. 2

There are two questions per Depth Study, you choose **one** of them to answer.

3. knowledge and ability to present a balanced argument

For a Paper 4 question, you need to demonstrate a balanced response that addresses the importance or significance of a given factor in the question in relation to other factors, using examples and statistics to demonstrate your knowledge.

Section 6: Revision

1. Paper 1, Paper 2 and then either Paper 3 (Coursework) or Paper 4 (Alternative to Coursework).

You have to sit three components: Paper 1 and Paper 2 are compulsory and then your teacher chooses either Paper 3 (Coursework) or Paper 4 (Alternative to Coursework).

2. Core Content Option A or B plus one Depth Study (A–G).

You have to choose from either Core Content Option A, The 19th century: The Development of Modern Nation States, 1848–1914 OR Core Content Option B, The 20th century: International Relations since 1919, plus one Depth Study from A–G. Your teacher will discuss this with you.

3. Paper 1 is in two Sections, A and B; In Paper 1, the questions are all divided into three parts: (a), (b) and (c); In Paper 1, you will be tested on both the Core Content and the chosen Depth Study.

Paper 1 lasts for two hours and is split into two Sections, A and B. Section A requires you to pick two questions from your chosen Core Content option and Section B requires you to pick one question from your chosen Depth Study (A–G). The questions are all divided into three parts: (a), (b) and (c). You will be tested on both the Core Content and the chosen Depth Study.

4. Paper 2 lasts two hours and has a pre-set topic that can be found in the syllabus based on the Core Content options; In Paper 2, you choose only your Core Content option and answer all of the questions on that topic; Paper 2 is a source-based examination.

The topic for your chosen Core Content option can be found in the History 0470 syllabus. There are six questions in total for each topic and you must answer them **all** for **your** topic. Some will require you to use a single source, others two sources and Question 6 will require you to use all of the sources. Most questions will require you to use your own knowledge as well.

5. Coursework should be up to 2000 words in length; Coursework should be a single question based on your chosen Depth Study or one devised by your school and approved by Cambridge; You must reference quotes that you use in your coursework.

Paper 3 (Coursework) should be a single question on 'significance', which is based on either your chosen Depth Study or one chosen by your school and approved by Cambridge. Your teacher will mark it first but then it will be submitted to Cambridge for external moderation. All quotes and references you use in it must be properly acknowledged.

Section 7: Answers

6. Paper 4 is a one-hour examination; Paper 4 is only based on your chosen Depth Study (A–G); Paper 4 requires an essay-style answer.

Paper 4 (Alternative to Coursework) is a one-hour examination based on your chosen Depth Study A–G, not the Core Content options. You only answer one question out of the choice of two for each Depth Study. The answer should be in the form of an essay about 'importance' or 'significance' depending on the choice of question.

7. Make sure you time yourself carefully in the examinations; Make sure you answer the question being asked.

Timing is really important as different questions are worth a different number of marks. Remember that in Paper 1, you have 4-mark, 6-mark and 10-mark questions, so spread your time out accordingly.

Answer the question given and don't fall into the trap of telling a story or trying to impress the examiner with detail of everything you know about a given topic; your answer needs to be relevant to the question being asked. So, including lots of general knowledge about a topic that is not relevant to the question is a waste of time; you will not score marks for irrelevant knowledge even if it is factually correct.

Paper 2 requires you to *use* the source details, so quoting the whole source or large chunks of it will not demonstrate understanding. You need to use relevant quotes, only when they are appropriate and help to support your response.

Finally, always read **all** of the information on the front page of the examination paper first before you start writing. There is always time given in Papers 1 and 4 to read through the questions first so you can choose the right one for you. For Paper 2, there is sufficient time for you to read the Background Information **and** all of the sources first, so don't rush straight into answering the question.

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