



Learner Guide

Cambridge International AS & A Level History 9489

For examination from 2021



In order to help us develop the highest quality resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of our resources are very important to us.

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About this guide

This guide explains what you need to know about your Cambridge International AS & A Level History course and examinations.

This guide will help you to:

- understand what skills you should develop by taking this AS & A Level course
- understand how you will be assessed
- understand what we are looking for in the answers you write
- plan your revision programme
- revise, by providing revision tips and an interactive revision checklist (Section 5).

Following a Cambridge International AS & A level programme will help you to develop abilities that universities value highly, including: a deep understanding of your subject; higher-order thinking skills (analysis, critical thinking, problem solving); presenting ordered and coherent arguments; and independent learning and research.

Studying Cambridge International AS & A Level History will help you to develop a set of transferable skills, including the ability to: work with factual information; think logically and independently; consider accuracy; model situations historically; analyse results and reflect on findings.

Our approach in Cambridge International AS & A Level History encourages learners, you, to be:

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

responsible, acquiring knowledge and skills through independent reading and enquiry

reflective, reflecting on their growing understanding of how history works and making links with new areas of study

innovative, improving their historical understanding through dealing with sources and interpretations of past events from different perspectives

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

Section 1: Syllabus content – what you need to know about

This section gives you an outline of the syllabus content for this course. Talk to your teacher to make sure you know which components and topics you will be taking.

| Content section | Assessment component | Topics included |
|---|----------------------|---|
| Modern Europe, 1750–1921 | Papers 1 and 2 | Europe: France (1774–1814), The Industrial Revolution in Britain (1750–1850), Liberalism and nationalism in Germany (1815–71), The Russian Revolution (1894–1921) |
| The history of the USA, 1820–1941 | | USA: The origins of the Civil War (1820–61), Civil War and Reconstruction (1861–77), The Gilded Age and Progressive Era (1870s to 1920), The Great Crash, The Great Depression and the New Deal policies (1920–41) |
| International history, 1870–1945 | | International: Empire and the emergence of world powers (1870–1919), The League of Nations and international relations in the 1920s and in the 1930s, China and Japan (1912–45) |
| The origins of the First World War | Paper 3 | Tension between the Great Powers including the Moroccan Crises, The alliance system, The growth of militarism, the arm race, Instability in Balkans, War plans, the assassination at Sarajevo and July crisis, Mobilisation and declarations of war |
| The Holocaust | | The background of European and German anti-semitism and persecution of the Jews, 1933–41, The impact of war on Nazi policy towards the Jews, Ghettoisation and Jewish responses to the Holocaust, The development of Nazi extermination policies towards Jews and other minorities, Contemporary reactions to the Holocaust |
| The origins and development of the Cold War | | Tensions in the wartime alliance against the Axis powers, Peace-making at the end of the Second World War, Increasing tensions in a divided Europe, The Truman Doctrine and the Marshall Plan, The Berlin Blockade and Airlift |
| European history in the interwar years, 1919–1941 | Paper 4 | Europe: Mussolini's Italy (1919–41), Stalin's Russia (1924–41), Hitler's Germany (1929–1941), Britain (1919–39) |
| The USA, 1944–92 | | USA: The late 1940s and 1950s, the 1960s and the 1970s, The 1980s and early 1990s, Foreign policy (1944–92) |
| International History, 1945–1992 | | US–Soviet relations during the Cold War (1950–91), The spread of communism in East and Southeast Asia (1945–91), Decolonisation, the Cold War and the UN in Sub-Saharan Africa (1950–92), Conflict in the Middle East (1948–91) |

Make sure you always check the latest syllabus, which is available from our [public website](#). This will also explain the different combinations of components you can take.

Prior knowledge

We recommend that you should have previously completed a Cambridge O Level or Cambridge IGCSE™ course in History or the equivalent.

Key concepts

Key concepts are essential ideas that help you to develop a deep understanding of your subject and make links between different aspects of the course. The key concepts for Cambridge International AS & A Level History are:

- **Cause and consequence**
The events, circumstances, actions and beliefs that have a direct causal connection to consequential events and developments, circumstances, actions or beliefs. Causes can be both human and non-human.
- **Change and continuity**
The patterns, processes and interplay of change and continuity within a given time frame.
- **Similarity and difference**
The patterns of similarity and difference that exist between people, lived experiences, events and situations in the past.
- **Significance**
The importance attached to an event, individual or entity in the past, whether at the time or subsequent to it. Historical significance is a constructed label that is dependent up the perspective (context, values, interests and concerns) of the person ascribing significance and is therefore changeable.
- **Interpretations**
How the past has been subsequently reconstructed and presented by historians.

These key concepts help you to gain:

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

Section 2: How you will be assessed

Cambridge International AS Level History makes up the first half of the Cambridge International A Level course in History and provides a foundation for the study of History at Cambridge International A Level.

About the examinations

For AS Level you will take Paper 1 and Paper 2.

For the full A Level you will take Paper 1 and Paper 2, as well as Paper 3 and Paper 4.

Find out from your teacher which papers you will be taking, and when you will be taking them.

About the papers

The table gives you further information about the examination papers:

| Component | Time and marks | Questions | Percentage of qualification |
|-----------|-------------------------------|---|---|
| Paper 1 | 1 hour 15 minutes 40 marks | <u>Document question</u> Answer one two-part document question from one of the options given. You must answer both parts of the question you choose. | 40% of the AS Level 20% of the A Level |
| Paper 2 | 1 hour 45 minutes 60 marks | <u>Outline study</u> Answer two two-part questions from a choice of three on one of the options given. You must answer both parts of the questions you choose. | 60% of the AS Level 30% of the A Level |
| Paper 3 | 1 hour 15 minutes 40 marks | <u>Interpretations question</u> Answer one interpretations question from one of the options given. | 20% of the A Level |
| Paper 4 | 1 hour 45 minutes 60 marks | <u>Depth study</u> Answer two questions on your depth study. | 30% of the A Level |

Below is a typical page taken from one of the papers.

Section 3: What skills will be assessed

The examiners take account of the following skills areas (**assessment objectives**) in the examinations:

| Assessment objectives (AO) | What does the AO mean? |
|---|--|
| AO1 Knowledge and application: Recall, select and deploy historical knowledge appropriately and effectively. | Be able to remember and organise relevant knowledge to answer specific historical questions and organise arguments. |
| AO2 Understanding of the past and key concepts: Demonstrate an understanding of the past through explanation, analysis and a substantiated judgement of key concepts: causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied. | Your answers need to show you understand how to use historical knowledge to support your arguments using factors such as significance or one of the other key concepts given. |
| AO3 Evaluation of source material: Analyse, evaluate and interpret a range of appropriate source material. | You need to be able to read a document or source and use it to answer a question. You need to be able to consider issues such as the nature, origin and purpose of the document or source as well as how that affects your consideration of its value to you answering the question. This assessment objective does not ask you to explain historical knowledge but use your knowledge to understand the document. |
| AO4 Evaluation of historian's interpretation (of the past): Analyse and evaluate how aspects of the past have been interpreted and represented. | You need to show your understanding of how different factors can affect how historian's view and explain the past. |

It is important that you know the different weightings (%) of the assessment objectives, as this affects how the examiner will assess your work.

Assessment objectives as a percentage of each qualification

| Assessment objective | Weighting in AS Level % | Weighting in A Level % |
|----------------------|-------------------------|------------------------|
| AO1 | 40 | 45 |
| AO2 | 30 | 30 |
| AO3 | 30 | 15 |
| AO4 | – | 10 |
| Total | 100 | 100 |

Assessment objectives as a percentage of each component

| Assessment objective | Weighting in components % | | | |
|----------------------|---------------------------|---------|---------|---------|
| | Paper 1 | Paper 2 | Paper 3 | Paper 4 |
| AO1 | 25 | 50 | 50 | 50 |
| AO2 | – | 50 | – | 50 |
| AO3 | 75 | – | – | – |
| AO4 | – | – | 50 | – |
| Total | 100 | 100 | 100 | 100 |

Section 4: Command words

The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

| Command word | What it means |
|-----------------|---|
| Assess | make an informed judgement |
| Compare | identify/comment on similarities and/or differences |
| Contrast | identify/comment on differences |
| Discuss | write about issue(s) or topic(s) in depth in a structured way |
| Evaluate | judge or calculate the quality, importance, amount, or value of something |
| Explain | set out purposes or reasons / make the relationships between things evident / provide why and/or how and support with relevant evidence |

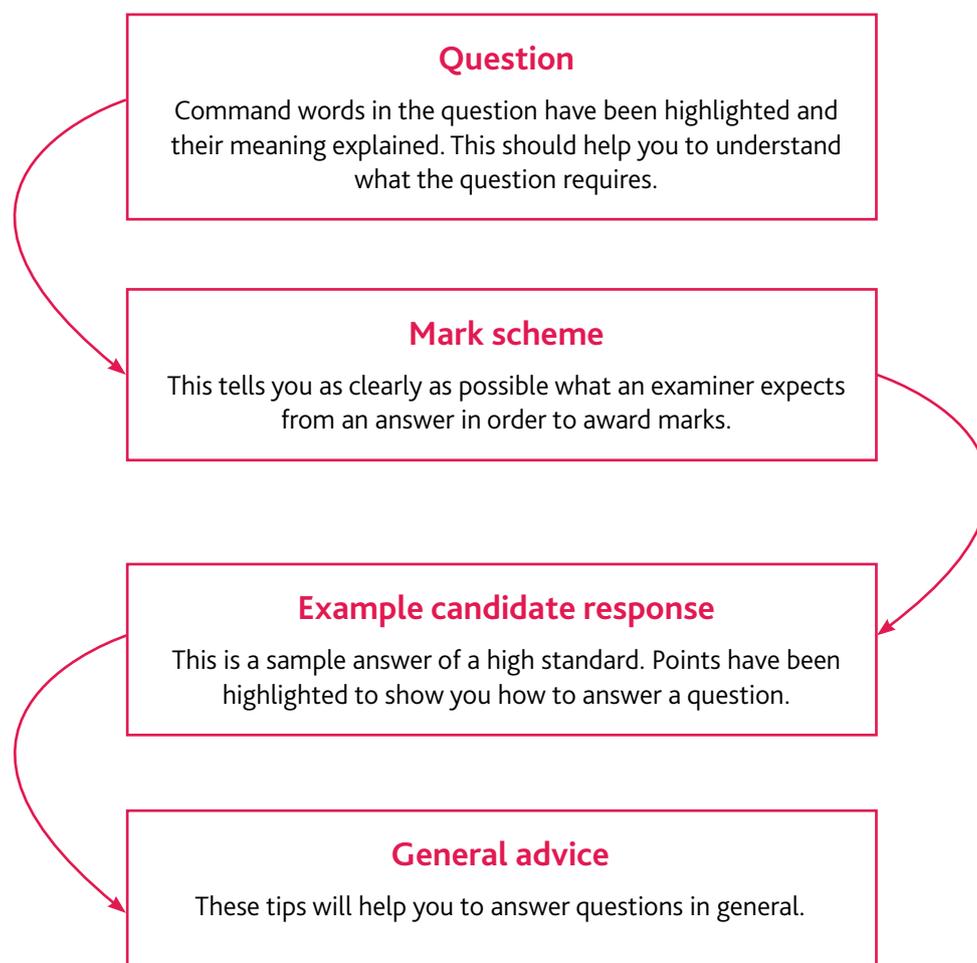
Phrases such as 'How far do you agree...?' and 'To what extent...?' and 'Account for...' may also be seen in the assessment for this syllabus.

Section 5: Example candidate response

This section takes you through an example question and candidate response. It will help you see how to identify the command words within questions and to understand what you need to include in your answer. Understanding the questions will help you know what you need to do with your knowledge. For example, you might need to state something, explain something, evaluate something or compare things.

All information and advice in this section is specific to the example question and response being shown. It should give you an idea of how an examiner might view your responses 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 separated as follows:



Paper 1 – Question 1

Source C

Unhappily I believe in a war with France before long – her vanity, hurt by our victories, will drive her in that direction. Yet since I do not know of any French or German interest requiring a resort to arms, I do not see it as certain. Only a country's most vital interests justify embarking on a war, only its honour, which is not to be confused with prestige. No statesman has a right to begin a war simply because in his opinion it is inevitable in a given period of time. If foreign ministers followed their rulers and military commanders into the field, History would record fewer wars. On the battlefield and in the hospitals I have seen the flower of our youth struck down by wounds and disease. I would not have a moment's peace if I thought I had made war from personal ambition and national vanity. I will never advise His Majesty to wage war unless the most vital interests of the Fatherland require it.

A letter from Bismarck to a Conservative Deputy in the Landtag, March 1867.

Source D

There is nothing in our attitude to annoy or alarm France, there is nothing to prevent the maintenance of peace for ten or fifteen years by which time the French will have become accustomed to German unity and will have ceased to care about it.

I told our generals this spring, when they endeavoured to prove to me by all sorts of arguments that we would beat the French if we went to war at that time, 'I will still do all I can to prevent war. You must remember, gentlemen, a war between such near neighbours and old enemies as France and Prussia, however it may turn out, is only the first of at least six, and what should we have succeeded in doing? Ruining France and most likely ourselves into the bargain. Do you think a poor bankrupt neighbour is as desirable as a solvent one? France buys largely from us and sells us many things we want.' I strove for peace then and I will do so now. But German feelings must be respected or I cannot answer for the people or the King!

From an interview given by Bismarck to a British journalist, September 1867.

Answer **both** parts of the question with reference to the sources.

(a) Read Sources C and D.

To what extent do these two sources agree about Bismarck's attitude towards France? [15]

Paper 1 – Question 1

Only use the two sources and no other information unless it is explaining the difference in Bismarck's attitude. Do not describe the general context of Bismarck and France.

The question asks you 'To what extent...agree' so that means both agree and disagree. Your teacher might use the words similarity and difference.

To what extent do these two sources agree about Bismarck's attitude towards France? [15]

The question asks you to show your AO3 skills. You need to interpret and evaluate the sources to answer the question.

The question also assesses AO1 because without knowledge you can't evaluate the sources to explain the context (what was happening in 1867 to explain his different attitudes).

Any knowledge you use must relate to Bismarck's attitude to France and not anything else like the army, or date or the type of the source.

Paper 2 – Question 4

4 Civil War and Reconstruction, 1861–1877

(a) Explain why the Civil War lasted for four years. [10]

(b) How far had the position of ex-slaves improved by 1877? [20]

You are being asked to explain using key concepts such as cause and consequence as well as come to a judgement. These are things asked for in AO2.

AO1 skills are important here. You need to decide what knowledge to use and make sure you keep your answer focused on why the Civil War lasted for four years.

Command words:

Explain – you need to give the reasons why the Civil War lasted four years. To access the higher level marks you need more than one reason and how those reasons are linked to give the consequence of four years of war.

How far – you need to show both sides: in this case how the position of ex-slaves had improved or not. To answer the question you need to be able to reach a conclusion using your focused evidence.

Paper 4 – Questions 9 – 12

Answer any **two** questions.

- 9 'Ronald Reagan was more responsible than Mikhail Gorbachev for ending the Cold War.' Discuss this view. [30]
- 10 Assess the effectiveness of Britain's attempts to re-establish colonial control in the Malay Peninsula after the Second World War. [30]
- 11 'Non-alignment in Sub-Saharan Africa was more idealistic than realistic.' Evaluate this view. [30]
- 12 Analyse the reasons why Israel launched a pre-emptive strike against its neighbours in 1967. [30]

You are being asked to assess using key concepts such as cause and consequence, significance and change, as well as come to a judgement. These are things asked for in AO2.

AO1 skills are important here. You need to decide what knowledge to use and make sure you keep your answer focused on the historical issues you are being asked about.

Command words:

Discuss – you need to write about both Reagan and Gorbachev and how they were responsible for ending the Cold War. In this way you will give a balanced answer. You need to provide a conclusion and that includes establishing the criteria you use to judge responsibility.

Assess – you need to make an informed decision about this issue and that will mean considering how effective Britain was and was not. It will also mean establishing criteria for your answer about key terms like effective.

Evaluate – you need to show judgement in considering the importance of the reasons why non-alignment was viewed as more idealistic than realistic. You need to consider the criteria for judging non-alignment as idealistic and as realistic in your answer.

Analyse – you need to consider the quality and importance of the reasons why Israel launched their attack. This includes considering the criteria for how you judge both quality and the importance.

Mark scheme

Here is an example of a mark scheme used to mark Paper 1 – Question 1 (a).

| Part (a) | Generic Levels of Response: | Marks |
|----------|--|-------|
| Level 4 | <p>Makes a developed comparison</p> <p>Makes a developed comparison between the two sources.</p> <p>Explains <u>why</u> points of similarity and difference exist through contextual awareness and/or source evaluation.</p> | 12–15 |
| Level 3 | <p>Compares views and identifies similarities and differences</p> <p>Compares the views expressed in the two sources, identifying differences and similarities and supporting them with source content.</p> | 8–11 |
| Level 2 | <p>Compares views and identifies similarities <u>or</u> differences</p> <p>Identifies relevant similarities or differences between the two sources and the response may be one-sided with only one aspect explained.</p> <p>OR</p> <p>Compares views and identifies similarities <u>and</u> differences but these are asserted rather than supported from the sources</p> <p>Identifies relevant similarities and differences between the two sources without supporting evidence from the sources.</p> | 4–7 |
| Level 1 | <p>Describes content of each source</p> <p>Describes or paraphrases the content of the two sources.</p> <p>Very simple comparisons may be made (e.g. one is from a letter and the other is from a speech) but these are not developed.</p> | 1–3 |
| Level 0 | <p>No creditable content.</p> <p>No engagement with source material.</p> | 0 |

Now let's look at the example candidate response to the question and the examiner comments.

Example candidate response – Paper 1 – Question 1 (a)

Example Candidate Response - high

The sources are similar in that any war would be caused by France. **1** In Source C, Bismarck believes that France's "vanity, hurt by our victories, will drive her in that direction". This shows that France would instigate war because of her own concerns about a united Germany's strength. In Source D it says, "there is nothing in our attitude to annoy or alarm France". Again, this shows that Bismarck's attitude is that France might decide to start a war because of her own concerns but it would not be a situation provoked by him. **2**

Both sources portray Bismarck as wanting to avoid war with France. In Source C Bismarck outlines how important he thinks it is to avoid war, how he has seen the "flower of our youth struck down" and that he would not have a "moment's peace if I though I had made war from personal ambition and national vanity". This is agreed in Source D where Bismarck says, "I will still do all I can to prevent war". In both sources Bismarck's attitude is that it would be France seeking war because of Bismarck's declared intention to avoid war. **3**

However, at the end of Source D the difference is that Bismarck's attitude to France changes to a more aggressive one when he says, "German feelings must be respected or I cannot answer for the people of the King!". This is very different to his attitude in C where he stresses the need for calm and for war to be a last resort when "only a country's most vital interests justify embarking on a war". In Source C, in March, he has a pacifist attitude but by September Bismarck seems more likely to consider war. **4**

Examiner comments

1 The answer starts immediately; there is no need for an introduction. The answer has clarity in stating that similarity is to be discussed. Words from the mark scheme are used but a word like 'agree' would do just as well. At this point, by asserting a similarity, the answer starts to access Level 2.

2 A quote is provided to link the similarity to the source and then an explanation of what the quote means in relation to the similarity. This demonstrates understanding of the point being made. The same is repeated for the other source. This moves the answer further into Level 2 because it utilises a quote and explanation to show the similarity. If either were missing the mark would reflect that. The examiner reads the whole answer before deciding on a final mark. Through all the paragraphs there is reference to the question, to anchor the answer to it.

3 The next similarity starts with the assertion of what is similar and then explains both quotes together. The answer is still in Level 2 but would be the highest mark of 7.

4 The answer moves to differences and accesses Level 3. The candidate has made clear it is a difference being identified, asserted what the point is and supported it with the source. Simple sentences show understanding. The quality of both similarities and differences are used to decide where in Level 3 the answer is. The points have utilised quotes and explanations to demonstrate understanding of the question and sources.

Example Candidate Response - high

The reason for the change in attitude would be because between the writing of Source C in March 1867 and the writing of D in September 1867 the North German Confederation had been set up. This strengthened Bismarck's position meaning that he can be much stronger in his attitude to France, almost warning them that Germany will only be pushed so far. This change explains the similarities and differences in the sources. In March the Confederation existed but it was not formally in existence until the summer and by September elections for a Reichstag had taken place. When in March Bismarck writes to the Deputy he may want to play down his 'Blood and Iron' reputation to reassure him that a stronger union would not lead to war but by September the union exists and he can send a public warning to France through the British journalist. However, Bismarck wants to make sure that in any war France was seen as the aggressor so he needs to look as though he wants to avoid war. **5**

This is another difference in the sources, which would explain why they might show slightly different attitudes to France. C is a letter to a countryman, a man to whom any declaration of war would directly affect and so Bismarck would emphasise his peaceful attitude. In D he is talking to an audience not likely to be involved in a war with Germany or France. Britain had made it clear it had no desire to be involved in continental squabbles. Bismarck is not discussing sending any British sons to war and so this is a good place to send a warning to France as the direct audience would not be so alarmed. **6**

Examiner comments

5 At this point the candidate uses contextual knowledge. It is not necessary to state this in the answer but if it helps to structure your answers you could add in something such as, "I know, from my contextual knowledge, that..." The answer uses knowledge of the year the sources were written to explain why there are both similarities and differences. The answer would move to Level 4 but an examiner would read to the end before making an assessment about a mark.

6 The differences between the sources cannot be explained by evaluating their origin because they are both by Bismarck and the nature and purpose of the sources have been considered. The evaluation is clearly considering the content rather than the medium. By the end, the answer has done all that is asked of it by the mark scheme so would be awarded Level 4 and 15 marks. An examiner reads the whole answer before deciding on a mark because the mark is based on the qualities and strengths of the whole answer.

Total mark awarded = 15 out of 15

Common mistakes candidates made in this question

Common mistakes included explaining the context of the situation and not relating it to the question. You need to remember your 'job' is to find similarities and differences using the sources and to root any answer in the question. Contextual knowledge is the foundation you use to evaluate the sources but it is not what is being asked for in these questions.

You also need to ensure that you read the whole of the source carefully, so that you understand the main idea of the source. This way you don't pick out quotes that does not match what the source is actually saying as only reading part of the text can affect whether the sources are making similar or different points.

Another common mistake was to evaluate using standard / conventional responses such as 'a letter is personal so it must be true' or 'it is a newspaper so it is reporting facts and must be true' or, alternatively, 'it is in a newspaper so will be biased'.

General advice

It is always a good idea to read the question carefully, noticing the command words and key instructions (in this case 'To what extent'). You may want to underline them to help you think what they mean. Many candidates jump straight into writing their answer and then realise they haven't read the question or the sources/documents properly and they have misunderstood something. Reading the questions and sources carefully is part of the assessment. Don't think you have to spend the whole time writing. Pause to think about what you need to write before you start doing anything. You might find a plan helps you focus on what you are going to write. A plan should include the command words as well as the knowledge and/or ideas you are going to use to answer it.

Plan your time so that you give more time to answer the questions with more marks, but don't forget to give yourself some time for reading and planning.

Structure your answer so that new points or parts of an argument start on a new line.

When you start a new point or part of the argument it is helpful to include words from the question to make sure you don't lose focus on the question. Too often, candidates forget what the question is in their hurry to include all their knowledge. Remember: the assessment objectives ask you to not just select your knowledge but use it 'appropriately and effectively'. None of the assessment questions ask you to just write down what you know; the questions want to know if you can use your knowledge to explain or structure an argument.

Think about the assessment objectives (AOs) as part of your planning and revision. Have a clear idea about what is being asked of you in each paper. For example, in Paper 1 the AO that deals with knowledge makes up only a quarter of the marks while the AO that is about evaluating sources gives you three quarters of the mark share. So, you know that it is your evaluation skills that are being assessed in this paper and your answer should reflect that.

If you have had a good attempt at a question and not managed to finish it, it is best to move on to another question and come back to it later. This will help you to make good use of the time you have available.

Section 6: Revision

This advice will help you revise and prepare for the examinations. It is divided into general advice and specific advice for each of the papers.

Use the tick boxes to keep a record of what you have done, what you plan to do or what you understand.

General advice

Before the examination

Find out when the examinations are and plan your revision so you have enough time for each topic. A revision timetable will help you.

Find out how long each paper is and how many questions you have to answer.

Know the meaning of the command words used in questions and how to apply them to the information given. Highlight the command words in past papers and check what they mean. There is a list on page 10 of this guide.

Make revision notes; try different styles of notes. See the *Learner Guide: Planning, Reflection and Revision* (www.cambridgeinternational.org/images/371937-learner-guide-planning-reflection-and-revision.pdf) which has ideas about note-taking. Discover what works best for you.

Work for short periods then have a break. Revise small sections of the syllabus at a time.

Build your confidence by practising questions on each of the topics.

Make sure you practise lots of past examination questions so that you are familiar with the format of the examination papers. You could time yourself when doing a paper so that you know how quickly you need to work in the real examination.

Look at mark schemes to help you to understand how the marks are awarded for each question.

Look at the Examiner Report from the previous 2 years to make sure you are following expert advice and not making common errors.

Make sure you are familiar with the assessment objectives so you know what balance of skills is being assessed.

Look at the key questions in the syllabus for your topics and themes. Make sure you can answer them all.

In the examination

Read the instructions carefully and follow them so you don't answer too many or too few questions. Don't write in the columns either side. Examiners use those areas to enter the annotations that help them decide on your mark.

Stay calm. If, when you first look at the exam you panic because you don't like the questions you won't perform to your best. Take a deep breath and look again. You have prepared for this. Think about what you know, not what you don't know. Have faith in yourself that you'll find something you can answer.

Put your time plan into action remembering not just how much time you allocated to each question but for reading and planning.

Read each question very carefully. Misreading a question can cost you marks:

- Identify the command words – you could underline or highlight them.
- Identify the other key words and perhaps underline them too.

Answer the question asked. This is very important.

- Use your knowledge and understanding to decide what is relevant.
- Do not write all you know. Only write what is needed to answer the question.

Plan your answers. Clear, concise, well-ordered, well-argued, well-supported answers get more marks than long, rambling, muddled, repetitious answers. Quality is better than quantity.

Organise your answer. Use a new line for a new point/argument. Don't leave big gaps in your answer or put parts of your answer on different pages, let the examiner read your argument as it flows, not fragmented through different parts of the booklet.

Make sure your writing is clear and easy to read. It is no good writing a brilliant answer if the examiner cannot read it.

Advice for Paper 1

Use source material to support your answer.

Make sure you are using the right sources in part (a) and that you use all the sources in part (b).

This paper is about source skills. Your knowledge is what allows you to understand the sources and evaluate them but the sources aren't there to prompt you to write about the context.

If you can't see a similarity or a difference look again. Both will be there. Just stay calm and try again.

The sources will always support or challenge the hypothesis. They might do both. If you can't see how one works look again and see which seems most likely, and use it that way. You might find a unique answer.

Advice for Paper 2

Read both parts of the question before starting your answer. Can you answer both parts?

Read both parts of the question before starting your answer. Think carefully about what is needed for each part. You will not need to repeat material.

Part (a) is about explaining multiple reasons, showing how they relate to one another and assessing their significance. Make sure you have done that. Write a checklist on your plan.

Part (b) is about argument – make sure you have both sides, that you have used your knowledge to support your argument and that you are always focused on the question. Don't just write everything you know about the topic.

Advice for Paper 3

Read the extract. Read the question and now read the extract again. Read it again and start making notes about the key statements that tell you what the interpretation is.

See the extract as a whole – a historian won't contradict themselves in a single extract.

Use the extract to support your answer.

Advice for Paper 4

Make sure you are always focused on the question.

Make sure the knowledge you use is supporting your argument, not just 'things you know' on the the topic.

Revision checklists

The tables below 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.

The table headings are explained below:

| Topic | You should know about | R | A | G | Comments |
|--|--|--|---|---|---|
| These are the option and Depth Study topics. | Content in the syllabus you need to cover. | <p>You can use the tick boxes to show when you have revised an item and how confident you feel about it. The 'R', 'A' and 'G' represent different levels of confidence, as follows:</p> <p>R = RED means you are really unsure and lack confidence; you might want to focus your revision here and possibly talk to your teacher for help</p> <p>A = AMBER means you are reasonably confident but need some extra practice</p> <p>G = GREEN means you are very confident.</p> <p>As your revision progresses, you can concentrate on the RED and AMBER items in order to turn them into GREEN items. You might find it helpful to highlight each topic in red, orange or green to help you prioritise.</p> | | | <p>You can use the 'Comments' column to:</p> <ul style="list-style-type: none"> • add more information about the details for each point • include a reference to a useful resource • highlight areas of difficulty or things that you need to talk to your teacher about or look up in a textbook. |

Paper 1 and Paper 2 – Modern Europe, 1750–1921: France 1774–1814

| Topic | You should know about | R | A | G | Comments |
|--|--|---|---|---|----------|
| What were the causes and immediate outcomes of the 1789 Revolution? | <ul style="list-style-type: none"> The Ancien Régime: problems and policies of Louis XVI Pressures for change (social, economic and political including the Enlightenment) The reaction of Louis XVI to attempts at reform Responses to Louis XVI's actions, e.g. Storming of the Bastille, March of the Women, Declaration of the Rights of Man, The August Decrees | | | | |
| Why were French governments unstable from 1790 to 1795? | <ul style="list-style-type: none"> Revolutionary and counter-revolutionary groups: their views and aims Changes in government from 1790 to 1795 Economic problems Foreign threats and the impact of war on France | | | | |
| Why was Napoleon Bonaparte able to overthrow the Directory in 1799? | <ul style="list-style-type: none"> The aims and rule of the Directory The reputation of, and opposition to, the Directory The military reputation and political ambitions of Napoleon Bonaparte The coup of 1799 | | | | |
| What were Napoleon Bonaparte's domestic aims and achievements from 1799 to 1814? | <ul style="list-style-type: none"> Napoleon's initiatives as first consul The inauguration of the Empire Nature and impact of reforms (legal, educational, social and financial) Napoleon's use of propaganda and other means of control | | | | |

Paper 1 and Paper 2 – Modern Europe, 1750–1921: The Industrial Revolution in Britain, 1750–1850

| Topic | You should know about | R | A | G | Comments |
|--|---|---|---|---|----------|
| What were the causes of the Industrial Revolution? | <ul style="list-style-type: none"> • The agricultural revolution • Development of capitalism: investment, trade and commerce • Early mechanisation: steam engines and spinning machines • Early developments in transport: canals and roads | | | | |
| Why was there rapid growth of industrialisation after 1780? | <ul style="list-style-type: none"> • Development of the factory system: steam power and machines • Developments in transport: canals, railways and steam ships • Raw materials, e.g. iron and coal • Growth of markets (domestic and international) and growth of free trade | | | | |
| Why, and with what consequences, did urbanisation result from industrialisation? | <ul style="list-style-type: none"> • Growth of towns and impact on living conditions, e.g. housing and health • Working conditions, e.g. child labour, hours, pay and safety • Impacts on different social classes • Government responses to the consequences of industrialisation: early moves towards regulation and control of working and living conditions | | | | |
| Why, and with what consequences, did industrialisation result in popular protest and political change? | <ul style="list-style-type: none"> • Reactions to mechanisation and economic change, e.g. Luddites and Captain Swing riots • Demands for political reform including Chartists • Origins of organised labour, e.g. trade unions and cooperative societies • Government reaction to demands for change | | | | |

Paper 1 and Paper 2 – Modern Europe, 1750–1921: Liberalism and nationalism in Germany, 1815–71

| Topic | You should know about | R | A | G | Comments |
|--|--|---|---|---|----------|
| What were the causes of the Revolutions in 1848–49? | <ul style="list-style-type: none"> The impact of Metternich's System on the States of Germany The influence of liberal ideas and the emergence of a middle class Growth of nationalist ideas The impact of the Zollverein Social and economic problems in the 1840s | | | | |
| What were the consequences of the 1848–49 Revolutions? | <ul style="list-style-type: none"> Responses of the German States to the 1848 Revolutions The collapse of the Frankfurt Parliament Reassertion of Austrian power: the perceived 'humiliation of Olmütz' Economic developments after 1849: the growth of industrialisation and the Zollverein | | | | |
| What were Bismarck's intentions for Prussia and Germany from 1862 to 1866? | <ul style="list-style-type: none"> Reasons for Bismarck's appointment as Minister President: his attitudes towards Liberalism and Nationalism Bismarck's impact on Prussian politics: relations with William I and the Landtag Relations with, and policies towards, Austria: war with Denmark (1864), Austria (1866) Outcomes of the Austro–Prussian War: Treaty of Prague and the North German Confederation | | | | |
| How and why was the unification of Germany achieved by 1871? | <ul style="list-style-type: none"> Bismarck's diplomacy towards France The Hohenzollern candidature and the outbreak of war Reasons for the Prussian victory in the Franco–Prussian War (1870–71) Creation of the German Empire (1871) | | | | |

Paper 1 and Paper 2 – Modern Europe, 1750–1921: Russian Revolution, 1894–1921

| Topic | You should know about | R | A | G | Comments |
|---|--|---|---|---|----------|
| What were the causes and outcomes of the 1905 Revolution up to 1914? | <ul style="list-style-type: none"> The nature of the Tsarist regime: pressures for change (social, economic and political) and the reaction of Nicholas II to them Key events of the Revolution, e.g. 'Bloody Sunday', wider risings and The October Manifesto The reassertion of Tsarist authority: the Dumas and Stolypin's reforms The extent of opposition to the Tsarist rule | | | | |
| What were the causes and immediate outcomes of the February Revolution in 1917? | <ul style="list-style-type: none"> Political, social and economic effects of the First World War, impact of military defeats Nicholas II as a war leader: implications of personal leadership of the war effort The Revolution of February and the abdication of Nicholas II The formation and purpose of the Provisional Government | | | | |
| How and why did the Bolsheviks gain power in October 1917? | <ul style="list-style-type: none"> Crises of the Provisional Government Lenin's leadership of the Bolsheviks The role of Trotsky and the Military Revolutionary Committee (MRC) The key events of the October Revolution | | | | |
| How were the Bolsheviks able to consolidate their power up to 1921? | <ul style="list-style-type: none"> Bolshevik reforms and the establishment of a dictatorship The impact of Brest–Litovsk Reasons for the Bolshevik victory in the Civil War including War Communism Kronstadt and the introduction of the New Economic Policy (NEP) | | | | |

Paper 1 and Paper 2 – The history of the USA, 1820–1941: The origins of the Civil War, 1820–61

| Topic | You should know about | R | A | G | Comments |
|--|---|---|---|---|----------|
| How was the issue of slavery addressed between 1820 and 1850? | <ul style="list-style-type: none"> • Political system (practical application of the US Constitution) and the balance of sectional interests in 1820 • Impact of territorial expansion: westward expansion and absorption of Texas • Impact of population growth and movement • Attempts at compromise including the Missouri Compromise (1820) and the Compromise of 1850 | | | | |
| How and why did sectional divisions widen between 1850 and 1856? | <ul style="list-style-type: none"> • Problems arising from the implementation of the Compromise of 1850 and the application of the Fugitive Slave Act • The issue of Kansas and its impact • Changes in the party-political system: rapid decline of the Whig Party and the rise of the Republican Party • Significance of States' Rights | | | | |
| Why did the Republicans win the 1860 presidential election? | <ul style="list-style-type: none"> • Growing strength of abolitionism, e.g. John Brown • Emerging notion of 'slave power', e.g. Dred Scott • Increasing confrontation within and between the North and the South • The Lincoln–Douglas Debates (1858) • The election campaign of 1860 and the divisions of the Democratic Party | | | | |
| Why did the Civil War begin in April 1861? | <ul style="list-style-type: none"> • Reactions to the 1860 presidential election results • Secession of the seven Deep South States • The Battle of Fort Sumter and its impacts • The aims of Abraham Lincoln and Jefferson Davis | | | | |

Paper 1 and Paper 2 – The history of the USA, 1820–1941: Civil War and Reconstruction, 1861–77

| Topic | You should know about | R | A | G | Comments |
|--|--|---|---|---|----------|
| Why did the Civil War last four years? | <ul style="list-style-type: none"> • Changing military strategies • Changing approaches of political and military leadership • Resources available • Impact of foreign influences (Britain and France) | | | | |
| How significant was the immediate impact of the Civil War (1861–65)? | <ul style="list-style-type: none"> • Limitations on civil liberties during the War • Reasons for and responses to the Emancipation Proclamation (1863) • Life in the Confederate States including the responses of slaves • The nature of democracy in the North and the South | | | | |
| What were the aims and outcomes of Reconstruction? | <ul style="list-style-type: none"> • Presidential Reconstruction: Lincoln and Johnson • Radical Reconstruction from Congress • Reasons for and passage of Constitutional Amendments 13th, 14th and 15th | | | | |
| How successful was Reconstruction? | <ul style="list-style-type: none"> • Changing position of ex-slaves • Responses of the White South • Grant's Reconstruction policies • The Compromise of 1877 and the end of Reconstruction | | | | |

Paper 1 and Paper 2 – The history of the USA, 1820–1941: The Gilded Age and Progressive Era, 1870s–1920

| Topic | You should know about | R | A | G | Comments |
|--|---|---|---|---|----------|
| Why was the late nineteenth century an age of rapid industrialisation? | <ul style="list-style-type: none"> • Growth of trusts, corporations and robber barons • Technological innovations, e.g. electrical power and the telephone • Growth of the railroads • Trade policies and protectionism | | | | |
| How significant were the consequences of rapid economic growth in the late nineteenth century? | <ul style="list-style-type: none"> • New immigration from Southern and Eastern Europe • Industrial growth and periods of economic recession • Impact of urbanisation on living conditions, e.g. housing, health, safety • Rise of organised labour in industry and agriculture, e.g. Granger Movement, labor unions | | | | |
| What were the main aims and policies of the Progressive Movement and how popular were they? | <ul style="list-style-type: none"> • Limits on party machines and bosses • Temperance and Prohibition • Female emancipation • Regulation of private corporations | | | | |
| How successful was the Progressive Movement up to 1920? | <ul style="list-style-type: none"> • Achievements of the Progressive presidents • Constitutional reforms • State vs. federal successes • Limits of the Progressive Movement | | | | |

Paper 1 and Paper 2 – The history of the USA, 1820–1941: The Great Crash, the Great Depression and the New Deal policies, 1920–41

| Topic | You should know about | R | A | G | Comments |
|---|---|---|---|---|----------|
| What were the causes of the Great Crash? | <ul style="list-style-type: none"> • Structural weaknesses in the US economy in the 1920s, e.g. disparity between agriculture, traditional and new industries • Growth of consumerism, e.g. hire purchase and buying on the margin • Mass production and oversupply • Impact of government policies | | | | |
| What were the causes and impacts of the Great Depression? | <ul style="list-style-type: none"> • The main features of the Great Crash (October 1929) • Responses of Hoover government and industry to the Great Crash • Collapse of the financial system • Mass unemployment and its social impact, e.g. Hoovervilles and employment discrimination | | | | |
| How effective were Roosevelt's strategies to deal with the domestic problems facing the USA in the 1930s? | <ul style="list-style-type: none"> • Roosevelt's First Hundred Days • Development of New Deal policies and the need for the Second New Deal • Roosevelt's political strategies, e.g. the New Deal Coalition • Reasons for the Roosevelt Depression/Recession (1937–38) | | | | |
| Why was there opposition to the New Deal policies and what impact did it have? | <ul style="list-style-type: none"> • Opposition from the liberal left • Opposition from the conservative right • Opposition from the Supreme Court • Roosevelt's responses to opposition | | | | |

Paper 1 and Paper 2 – International history, 1870–1945: Empire and the emergence of world powers, 1870–1919

| Topic | You should know about | R | A | G | Comments |
|---|---|---|---|---|----------|
| Why was imperialism a significant force for late nineteenth century Europe? | <ul style="list-style-type: none"> Economic and political motives for imperial expansion The emergence of 'New imperialism' Nature and purpose of the 'Scramble for Africa' Reasons for and extent of domestic support for overseas expansion in Britain, France and Germany | | | | |
| What was the impact of imperial expansion on international relations? | <ul style="list-style-type: none"> Impact of growth of overseas empires on relations between European nations Disputes with China over imperial expansion, the Boxer Rebellion Tension between Britain and Germany over South Africa Attempts to resolve tensions between imperial nations, the Berlin Conference (1884–85) | | | | |
| Why did Japan emerge as a world power and what was the impact on international relations? | <ul style="list-style-type: none"> Reasons for rapid modernisation and military development International recognition of Japan as a world power, wars with China (1894–95) and Russia (1905), treaty with Britain (1902) Japan's role in the First World War and global position by 1918 | | | | |
| Why did the USA emerge as a world power and what was the impact on international relations? | <ul style="list-style-type: none"> Impact of the closing of the frontier on US foreign policy Economic growth and the need for trade in the late nineteenth century Reasons for, and impact of, the Spanish–American War (1898) Reasons for, and impact of, the USA's entry into the First World War | | | | |

Paper 1 and Paper 2 – International history, 1870–1945: The League of Nations and international relations in the 1920s

| Topic | You should know about | R | A | G | Comments |
|---|--|---|---|---|----------|
| Why was there dissatisfaction with the peace settlements of 1919–20? | <ul style="list-style-type: none"> • Key terms and implications of the peace treaties (Versailles, Trianon, Neuilly, Saint Germain, Sèvres) • Reparations • Reactions of victors and defeated powers • Problems in 'successor states' created by the post-war settlements | | | | |
| How and why did international tensions remain high in the period between 1920 and 1923? | <ul style="list-style-type: none"> • Crises and tensions, e.g. the Ruhr Crisis; Corfu Incident; German hyperinflation • Aims and impact of international treaties and conferences: Washington Conference (1921–22); Genoa Conference (1922); Rapallo Pact (1922); Treaty of Lausanne (1923) • Changing relations between the major powers: Britain, France, Germany, the USSR and USA | | | | |
| How successful were attempts to improve international relations from 1924–29? | <ul style="list-style-type: none"> • Economic recovery and improved relations • Aims and impact of international treaties and conferences: Dawes Plan (1924); Locarno Treaties (1925); Kellogg–Briand (1928); Young Plan (1929) • Changing relations between the major powers: Britain, France, Germany, the USSR and USA | | | | |
| How successful was the League of Nations during the 1920s? | <ul style="list-style-type: none"> • Aims, membership and structure of the League • Collective security and the League's involvement in the resolution of disputes, e.g. Aaland Islands, Vilna, Upper Silesia • Weaknesses of the League • Role and impact of the Agencies | | | | |

Paper 1 and Paper 2 – International history, 1870–1945: The League of Nations and international relations in the 1930s

| Topic | You should know about | R | A | G | Comments |
|--|--|---|---|---|----------|
| How did the rise of extremism affect international relations? | <ul style="list-style-type: none"> Impact of the Great Depression on political ideologies Impact of the rise of dictatorships on relations between powers Foreign responses to the Civil War in Spain Aims and impact of Hitler's expansionist policies: Rearmament, remilitarisation of the Rhineland (1936); Anschluss (1938), Sudetenland (1938), Czechoslovakia (1939) and Poland (1939) | | | | |
| Why did the League of Nations fail to keep the peace in the 1930s? | <ul style="list-style-type: none"> The failure of disarmament Reasons for, and actions taken in response to, the crises in Manchuria and Abyssinia Changing attitudes of major powers towards the League of Nations | | | | |
| Why, and with what effects, did Britain and France pursue a policy of appeasement? | <ul style="list-style-type: none"> Impact of economic and military considerations for foreign policy Changing nature of relations with the USSR and impact on foreign policy Actions taken to appease Hitler (e.g. attitude towards rearmament, the Rhineland, Anschluss) Czechoslovakia and the Munich Crisis | | | | |
| Why did war break out in 1939? | <ul style="list-style-type: none"> British rearmament in response to Germany's expansionism The British guarantee to Poland and the failure of appeasement Reasons for the Nazi–Soviet Pact The invasion of Poland | | | | |

Paper 1 and Paper 2 – International history, 1870–1945: China and Japan, 1912–45

| Topic | You should know about | R | A | G | Comments |
|---|---|---|---|---|----------|
| What were the implications of the 'warlord era' which affected China from 1916–27? | <ul style="list-style-type: none"> • Issues facing China, e.g. Yuan Shih-kai and the disintegration of China • Reasons for and impact of the May the Fourth Movement • Reasons for the growth of the Kuomintang Party under Sun Yat-sen (including the Three Principles) • The Northern Expedition | | | | |
| How effectively did Chiang Kai-shek deal with the communists in the period 1927–36? | <ul style="list-style-type: none"> • The Shanghai Massacre and the Extermination Campaigns • The Long March 1934–35 • The Xi'an Incident 1936 • Attempts at modernisation and reform | | | | |
| Why did the Chinese Communist Party (CCP) gain support up to 1945? | <ul style="list-style-type: none"> • Results of the Long March and leadership of Mao Zedong • Establishment of the Yan'an Soviet, land reform and Mao's Rectification Campaign (1941–44) • Impact of war with Japan after 1937 • Unpopularity of Chiang Kai-shek and the Kuomintang | | | | |
| Why did Japan become a military dictatorship in the 1930s and with what consequences? | <ul style="list-style-type: none"> • Japan's international status in 1919 and its reactions to the Paris peace settlements • Political and economic factors in the failure of democracy • Implications of military rule for Japanese expansionism • Reasons for involvement in the Second World War | | | | |

Paper 3

| Topic | You should know about | R | A | G | Comments |
|--------------------------------|---|---|---|---|----------|
| The origins of First World War | <ul style="list-style-type: none"> • Tensions between the Great Powers including the Moroccan Crises • The alliance system • The growth of militarism • The arms race • Instability in the Balkans • War plans • The assassination at Sarajevo and the July crisis • Mobilisation and declarations of war • How far was tension between the Great Powers likely to lead to war? • How important were the decisions taken by key individuals in leading to war? • How did Article 231 of the Treaty of Versailles shape the debate about responsibility for war? • How and why did the idea of 'shared responsibility' arise? • How did the Second World War affect the debate? • The Fischer thesis • The German reaction to Fischer • Challenges to Fischer • Modern interpretations exploring the responsibility of nations other than Germany • Relative importance of long and short-term factors | | | | |

| Topic | You should know about | R | A | G | Comments |
|---------------|---|---|---|---|----------|
| The Holocaust | <ul style="list-style-type: none"> • How the centenary of the First World War affected the debate: the importance of contingency over motive • The background of European and German anti-Semitism and racist theories • Nazi anti-Semitism and persecution of the Jews, 1933–41 • The impact of war on Nazi policy towards the Jews • Ghettoisation and Jewish responses to the Holocaust • The development of Nazi extermination policies towards Jews and other minorities • Contemporary reactions to the Holocaust • How far was the Holocaust a consequence of racist ideas which existed before the Nazis? • The Intentionalist approach and the role of Hitler: was the Holocaust planned in advance by Hitler? • The Structuralist approach: how far did the nature of the Nazi state determine how the Holocaust developed? • The Functionalist approach: how far did contingent factors such as war determine how the Holocaust developed? • Synthesis interpretations which aim to reconcile the Intentionalist and Functionalist viewpoints • Perpetrators: who carried out the Holocaust, and why? Was murderous behaviour the exception or were many involved? Why did non-Germans participate in the killings? • Victims: How far did Jews resist the Holocaust, and how can resistance be defined? Did men and women experience the Holocaust in different ways? Should definitions of the Holocaust include victims other than Jews? • Bystanders: How did the USA and Britain respond to the Holocaust at the time? | | | | |

| Topic | You should know about | R | A | G | Comments |
|---|--|---|---|---|----------|
| The origins and development of the Cold War | <ul style="list-style-type: none"> • Tensions in the wartime alliance against the Axis powers • Peace-making at the end of the Second World War • Increasing tensions in a divided Europe • The Truman Doctrine and the Marshall Plan • The Berlin Blockade and Airlift • How far were inherent tensions between East and West bound to resurface in 1945? • How important were the personalities of the leaders of the Great Powers in shaping the Cold War? • How far were ideology, security and economics the factors which created Cold War tensions? • The Traditional approach • The Revisionist approach • Post-Revisionist approaches • How have the perspectives on the Cold War of Russian historians differed from those in the West? • Reinterpretations of the Cold War in the light of new archival sources • The emergence of the 'New' Cold War history | | | | |

Paper 4 – European history in the interwar years, 1919–41: Mussolini's Italy, 1919–41

| Topic | You should know about | R | A | G | Comments |
|---|--|---|---|---|----------|
| Why did Mussolini gain power in 1922? | <ul style="list-style-type: none"> • Problems facing Italy after the First World War: dissatisfaction with the peace settlement; social and economic • Problems of democratic government • Appeal of Fascism • Reasons for Mussolini's appointment as prime minister | | | | |
| How was Italy governed under Mussolini? | <ul style="list-style-type: none"> • Mussolini's aims in government and his leadership • Establishment of a dictatorship, repression of opposition • Use of propaganda • Aims and impact of foreign policy | | | | |
| How far were Mussolini's economic policies a success? | <ul style="list-style-type: none"> • Economic aims • The Corporate State • Responses to the Great Depression • Effectiveness of economic policies (industrial and agricultural, the Battle for Grain) | | | | |
| How far did society change because of Mussolini's regime? | <ul style="list-style-type: none"> • Dealings with the Church • Key social policies including education • Impact of policies on different social groups including women and young people • Level of support for Mussolini's regime | | | | |

Paper 4 – European history in the interwar years, 1919–41: Stalin's Russia, 1924–41

| Topic | You should know about | R | A | G | Comments |
|--|---|---|---|---|----------|
| Why did Stalin gain power from 1924? | <ul style="list-style-type: none"> • Lenin's legacy and problems of leadership • Stalin's position in the Party • Stalin's relations with Trotsky and other Soviet leaders • Stalin's control and manipulation within the Party | | | | |
| How was the USSR governed under Stalin? | <ul style="list-style-type: none"> • Stalin's aims in government and administration • 'Building socialism in one country' • Causes and impact of the Great Terror and use of purges and show trials • Aims and impact of foreign policy | | | | |
| How effective were Stalin's economic policies? | <ul style="list-style-type: none"> • Stalin's aims for the economy • The five-year Plans • Reasons for, and impacts of, collectivisation • Reasons for, and impacts of, industrialisation | | | | |
| How far did society change because of Stalin's regime? | <ul style="list-style-type: none"> • Impact of policies towards women and families • Impact of policies towards non-Russian nationalities • Impact of economic changes on workers • Impact of propaganda and the personality cult | | | | |

Paper 4 – European history in the interwar years, 1919–41: Hitler's Germany, 1929–41

| Topic | You should know about | R | A | G | Comments |
|--|---|---|---|---|----------|
| Why did Hitler gain power in 1933? | <ul style="list-style-type: none"> • Problems facing Weimar politicians from 1929 • Growth of support for Nazism after 1929 • Hitler's appointment as Chancellor • Consolidation of power, 1933–34 | | | | |
| How was Germany governed by Hitler? | <ul style="list-style-type: none"> • Hitler's aims in government and administration: establishing the Nazi state • Means of control, e.g. use of propaganda and use of terror • Persecution of Jews and other minorities • Aims of, and developments in, foreign policy | | | | |
| How effective were Stalin's economic policies? | <ul style="list-style-type: none"> • Changing priorities of economic policy • Responses to the Great Depression • Key policies in agriculture and industry • Impact of foreign policy on the economy | | | | |
| How far did society change because of Stalin's regime? | <ul style="list-style-type: none"> • Reasons for, and impact of, policies towards women and children • Policies towards religion • Life under the Nazi regime, e.g. standard of living, consumer goods, leisure time • Level of support for the Nazi regime | | | | |

Paper 4 – European history in the interwar years, 1919–41: Britain, 1919–39

| Topic | You should know about | R | A | G | Comments |
|--|---|---|---|---|----------|
| How and why did politics change in this period? | <ul style="list-style-type: none"> The growth and periods in power of the Labour Party and its leadership The changing fortunes of the Conservative and Liberal Parties and leadership Reasons for, and impact, of the National Government Reasons for, and consequences of, the growth of extremism both on the political left and right | | | | |
| How did the economy develop in this period? | <ul style="list-style-type: none"> The state of the economy following the First World War The General Strike (1926), and the problems facing the traditional industries, e.g. mining, textiles, ship building The impact of the Great Depression Growth of new industries, e.g. electrical goods, new materials, motor vehicles | | | | |
| How and why did society change? | <ul style="list-style-type: none"> Reasons for changing living standards, e.g. housing and health The changing roles and status of women: employment, birth control, suffrage Impact of social welfare policies including national insurance, means testing Regional differences: North–South divide | | | | |
| How effectively did Britain prepare for the approach of war 1934–39? | <ul style="list-style-type: none"> Public attitude towards war: pacifism (peace ballot), the League of Nations, impact of the Spanish Civil War Rearmament policies Reasons for, and public responses to, appeasement Civilian preparations for war, e.g. ration cards, conscription, gas masks, child evacuation, emergency shelters | | | | |

Paper 4 – The USA, 1944–92: The late 1940s and 1950s

| Topic | You should know about | R | A | G | Comments |
|--|--|---|---|---|----------|
| Why and how were the late 1940s and 1950s a time of economic prosperity? | <ul style="list-style-type: none"> • US economic developments, 1945–60 • The growth of consumerism • The role of federal government's economic policies • The impact of full employment on industrial growth | | | | |
| How far did society change in the late 1940s and the 1950s? | <ul style="list-style-type: none"> • Impact of the aftermath of the Second World War on various social groups including women • Changing patterns of urbanisation and of migration patterns across the USA • Growth of a distinct youth culture, e.g. teenagers • Increased social mobility | | | | |
| How far were the late 1940s and 1950s a time of party political stability? | <ul style="list-style-type: none"> • Reasons for Truman's election in 1948 • The challenge of McCarthyism and the Red Scare • Reasons for Eisenhower's election victories in 1952 and 1956 • Eisenhower's domestic policies | | | | |
| How effective was the civil rights movement in the 1950s? | <ul style="list-style-type: none"> • Impact of key civil rights groups including the NAACP and SCLC • The role of leading African Americans • The response of the peoples and governments of Southern states • The responses of federal institutions, i.e. Congress, President and Supreme Court | | | | |

Paper 4 – The USA, 1944–92: The 1960s and the 1970s

| Topic | You should know about | R | A | G | Comments |
|---|--|---|---|---|----------|
| Why and how did the USA experience a deteriorating economic situation in the 1960s and 1970s? | <ul style="list-style-type: none"> Economic impact of involvement in Vietnam Failure of post-war economic doctrines The impact of external challenges including foreign competition, oil crises of 1973 and 1979 and the Cold War Stagflation | | | | |
| How great were the social changes of the 1960s and 1970s? | <ul style="list-style-type: none"> Changes in the social class system Growth and impact of feminism Impact of the counter-culture movement Growth and impact of the gay rights movement, e.g. Stonewall 1969 | | | | |
| How far were the 1960s and 1970s a time of party political instability? | <ul style="list-style-type: none"> Domestic policies of the various Presidents: Kennedy, Johnson, Nixon, Ford and Carter Impact of the Vietnam War on party politics The rise and fall of the 'imperial presidency' including Nixon and Watergate Role and impact of the mass media | | | | |
| How far did the position of ethnic minorities improve in the 1960s and 1970s? | <ul style="list-style-type: none"> The responses of federal institutions, Civil Rights Act 1964 The role of civil rights leaders and groups, e.g. Martin Luther King Jr, SNCC, CORE, La Raza and American Indian Movement (AIM) The growth and impact of the Black Power movement Reasons for, and impact of, Affirmative Action | | | | |

Paper 4 – The USA, 1944–92: The 1980s and early 1990s

| Topic | You should know about | R | A | G | Comments |
|---|---|---|---|---|----------|
| How far did the US economy improve in the 1980s and early 1990s? | <ul style="list-style-type: none"> Reaganomics Impact of foreign competition Reasons for, and extent of, changes in living standards The twin deficits: budget and trade | | | | |
| How effective were responses to the social challenges facing the USA in the 1980s? | <ul style="list-style-type: none"> The 'war on drugs' Attempts to respond to the outbreak of AIDS On-going issue of gender inequality The rise of the religious right | | | | |
| How and why did the 1980s and early 1990s mark a return of party political stability? | <ul style="list-style-type: none"> Conservatism: the rise of the New Right Reasons for the electoral success of the Republicans in the 1980s The impact of the Iran–Contra Affair (1985–87) on Reagan's presidency The fluctuating fortunes of the Democrats, reasons for the election of Clinton in 1992 | | | | |
| How far did the position of ethnic minorities improve in the 1980s? | <ul style="list-style-type: none"> The developing nature of identity politics and multiculturalism The formation of the Rainbow Coalition in the mid-1980s The social impact of Reaganomics Affirmative Action and Supreme Court judgements in practice | | | | |

Paper 4 – The USA, 1944–92: Foreign policy 1944–92

| Topic | You should know about | R | A | G | Comments |
|--|--|---|---|---|----------|
| How did US leadership of the global economy develop and change from 1944 to 1970? | <ul style="list-style-type: none"> • Establishing the Bretton Woods system from 1944: the International Monetary Fund (IMF), the World Bank and the General Agreement on Tariffs and Trade (GATT) • Rebuilding the economies of Japan (the Dodge Line and the Korean War) and Western Europe (the Marshall Plan) • Implementing the Bretton Woods system in the 1950s, e.g. GATT agreements • Challenges to US leadership of the global economy up to 1970, e.g. competition from Japan and West Germany | | | | |
| Was US foreign policy towards communism 1950–63 a policy of containment or a policy of rollback? | <ul style="list-style-type: none"> • Relations with USSR and China • Reasons for, and impact of, involvement in Korea • Nuclear arms race • Reasons for, and significance of, the Cuban Missile Crisis | | | | |
| Why, and with what success, did the USA follow a policy of détente 1963 and 1979? | <ul style="list-style-type: none"> • Reasons for changing policies towards Vietnam • The Nixon Doctrine • Attempts at nuclear arms limitation • Changing relations with the USSR and with China | | | | |
| How far did the USA change its policies towards the communist world between 1980 and 1991? | <ul style="list-style-type: none"> • Failure of détente and the Second Cold War • The 'Reagan Doctrine' in theory and practice • Changing relations with the USSR • The roles of Reagan and Bush (Snr) | | | | |

Paper 4 – International history, 1945–92: US–Soviet relations during the Cold War, 1950–91

| Topic | You should know about | R | A | G | Comments |
|--|---|---|---|---|----------|
| How did US–Soviet relations develop between 1950 and 1980? | <ul style="list-style-type: none"> • Impact of the death of Stalin • Peaceful coexistence • Impact of key events in Asia and Europe, e.g. Korea, Hungary, Berlin, the Prague Spring • Détente and the outbreak of the Second Cold War | | | | |
| Why was there a crisis over Cuba in the 1960s and how did it affect the US–Soviet relations? | <ul style="list-style-type: none"> • US reaction to the Cuban revolution • Khrushchev's aims in Cuba • The crisis and its resolution • Consequences of the conflict, e.g. hotline, Test Ban Treaty | | | | |
| How did the arms race affect US–Soviet relations? | <ul style="list-style-type: none"> • The development of the nuclear arms race • The impact of the arms race on US–Soviet relations • The successes and failures of attempts to control nuclear weapons, e.g. NPT, SALT and START | | | | |
| Why did the Cold War come to an end in 1989? | <ul style="list-style-type: none"> • Problems facing the USSR: economic and political stagnation, Afghanistan and Eastern Europe • The impact of Reagan and Gorbachev • The collapse of the Soviet system | | | | |

Paper 4 – International history, 1945–92: The spread of communism in East and Southeast Asia, 1945–91

| Topic | You should know about | R | A | G | Comments |
|--|---|---|---|---|----------|
| What was the impact of the end of the Second World War on this region? | <ul style="list-style-type: none"> • Attempts to re-establish colonial control (British, Dutch and French) • Growth of nationalist movements • The establishment of the People's Republic of China (PRC) • Changing Sino–Soviet relations | | | | |
| Why was there war in Korea and what were its consequences? | <ul style="list-style-type: none"> • Division of Korea and subsequent tensions • US reaction to the invasion of South Korea • International involvement, e.g. UN, PRC • Growing US presence in the Eastern Pacific including the formation of SEATO | | | | |
| Why did the US intervene in Vietnam and what were the consequences? | <ul style="list-style-type: none"> • Reasons for growing US involvement in Vietnam • Importance of support from PRC and USSR for North Vietnam • Reasons for US withdrawal, e.g. military failings, heavy losses, public opinion • Unification of Vietnam (1975) and its implications | | | | |
| How did the Cold War affect Sino–US relations? | <ul style="list-style-type: none"> • Ideological divides • Issues over Taiwan • Impact of Korean and Vietnam Wars • Improvement of relations in the 1970s and 1980s including 'ping pong diplomacy' | | | | |

Paper 4 – International history, 1945–92: Decolonisation, the Cold War and the UN in Sub-Saharan Africa, 1950–92

| Topic | You should know about | R | A | G | Comments |
|---|---|---|---|---|----------|
| How did African nations gain their independence from the colonial powers? | <ul style="list-style-type: none"> The rise of nationalist movements The attitude of the colonial powers The importance of leadership (Nkrumah, Azikiwe, Senghor, Kenyatta) and mass support | | | | |
| What problems faced the newly independent nations? | <ul style="list-style-type: none"> Establishing governments, one-party / multi-party states Economic challenges, agriculture, mineral resources, dependence on ex-colonial trading partners Social challenges, urban/rural divide, education | | | | |
| In what ways were African countries affected by Cold War tensions? | <ul style="list-style-type: none"> Superpower involvement in disputes (Angola, Ethiopia and Mozambique) Chinese influence: support for nationalist movements in southern Africa Non-alignment and Pan-Africanism | | | | |
| How effective was UN peacekeeping in Africa? | <ul style="list-style-type: none"> Nature and extent of UN involvement Reasons for, and impact of, UN involvement in the Congo Reasons for UN failure in Somalia | | | | |

Paper 4 – International history, 1945–92: Conflict in the Middle East, 1948–91

| Topic | You should know about | R | A | G | Comments |
|---|--|---|---|---|----------|
| How and why was the state of Israel created? | <ul style="list-style-type: none"> • Long-term factors: Arab unity; strategic importance of the Middle East; foreign interference; persecution of Jews • Jewish resistance to the British mandate • Reasons for, and effects of, the UN decision to partition Palestine • Involvement of the USA | | | | |
| How did the Arab–Israeli conflict develop between 1948 and 1979? | <ul style="list-style-type: none"> • Challenges to the state of Israel between 1948 and 1973: Arab-Israeli War (1948–49), Suez Crisis (1956); Six-Day War (1967); Yom Kippur War (1973) • The role of key individuals including Nasser, Ben Gurion, Sadat, Meir • Consequences of the wars for Arabs and Israelis • Reasons for the growth of the Palestine Liberation Organisation (PLO) and the changing role of Arafat • Attempts at reconciliation and peace agreements | | | | |
| What impact did the Cold War have on the conflict in the Middle East? | <ul style="list-style-type: none"> • Reasons for superpower involvement including oil • American policies and their impact • Soviet policies and their impact | | | | |
| What additional factors led to the de-stabilisation of the Middle East between 1975 and 1991? | <ul style="list-style-type: none"> • The Iranian Revolution (1979): causes and outcomes for Iran and the region • Iran–Iraq War (1980–88): causes and outcomes for the region • Gulf War (1990–91): causes and immediate results for the region | | | | |

Section 7: Useful websites

The websites listed below are useful resources to help you study for your Cambridge International AS & A Level History.

www.markedbyteachers.com

Essays that can deliver information as well as an opportunity to review other learners' work. Use mark schemes to mark the essays to help learn how the mark scheme works. Share with other learners and discuss. It is a good way to really understand the mark scheme without criticising a friend's work.

www.teachithistory.com

Resources on a variety of topics that might help you review information in a new way.

www.historyplace.com

Lots of lists, timelines. You could use them to check your knowledge and add notes to timelines you've created.

www.johndclare.net

Lots of lists and information condensed clearly and comprehensively. A good way to check your revision notes are complete.

www.crickhowell-hs.powys.sch.uk/wp-content/uploads/2009/11/Essential-Study-Skills.pdf

Great revision and study ideas, not specifically for history but in general.

www.ducksters.com

Basic but good coverage of some topics as a way of starting or reviewing your revision of a topic.

<https://learnodo-newtonic.com>

Basic but interesting and might be a good way to take a break without actually taking a break – the lists and facts are fun.

www.historyhit.com

Lots of articles, links to short videos and podcasts.

www.the-map-as-history.com

An interesting way to look at history, very good if you like things to be visual. Historical events are demonstrated using maps and explained using a clear and concise commentary.

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