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SYLLABUS

Cambridge IGCSE®
American History (US)

0409

For examination in June and November 2014

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Board Examination Systems (BES) Pilot.**

**If you have any questions about this syllabus, please contact Cambridge at
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Note

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1. Introduction

1.1 Why Choose Cambridge?

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

Recognition

Every year, hundreds of thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognized by schools, universities, and employers as equivalent to UK GCSE. Learn more at www.cie.org.uk/recognition

Excellence in Education

We understand education. We work with over 9,000 schools in over 160 countries that offer our programs and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98% of Cambridge schools say they would recommend us to other schools.

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

Cambridge programs and qualifications help Cambridge learners to become:

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

Support in the Classroom

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

Nonprofit, Part of the University of Cambridge

We are a part of Cambridge Assessment, a department of the University of Cambridge and a nonprofit organization.

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

1.2 Why Choose Cambridge IGCSE?

Cambridge IGCSE helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, inquiry, and problem solving, helping them perform well and prepare for the next stage of their education.

Cambridge IGCSE is the world's most popular international curriculum for 14 to 16 year olds, leading to globally recognized and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage.

Schools worldwide have helped develop Cambridge IGCSE, which provides an excellent preparation for Cambridge International AS and A Levels, Cambridge Pre-U, Cambridge AICE (Advanced International Certificate of Education), and other education programs, such as the US Advanced Placement Program and the International Baccalaureate Diploma. Cambridge IGCSE incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

1.3 Why Choose Cambridge IGCSE American History?

Cambridge IGCSE American History (US) offers candidates the opportunity to discover key issues, ideas, people, and events that shaped the emergence and development of the U.S.A. from the mid-18th century to the start of the 21st century. In doing so, it develops an understanding of the present as well as the past. The syllabus enables candidates to study American history through the use of original historical sources, objects, and visits to local sites. This syllabus promotes development of lifelong skills such as research, critical analysis, and communication. Throughout this syllabus, acquisition of historical knowledge is underpinned by an investigative approach.

Cambridge IGCSE American History is accepted by universities and employers worldwide as providing proof of historical knowledge, understanding, and skills.

1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognizing the achievements of learners who pass examinations in at least seven subjects. Learners take subjects from five subject groups, including two languages, and one subject from each of the other subject groups. The seventh subject can be taken from any of the five subject groups.

American History (0409) falls into Group V, Creative, Technical, and Vocational Subjects.

Learn more about Cambridge IGCSE and Cambridge ICE at www.cie.org.uk/cambridgesecondary2

1.5 How Can I Find Out More?

If You Are Already a Cambridge School

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **international@cie.org.uk**

If You Are Not Yet a Cambridge School

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

2. Assessment at a Glance

All components are mandatory.

Component 1: The Making of a Nation 1754–2010	2 hours
<p>Thematic outlines. This written paper has four sections, one for each theme specified in the curriculum content.</p> <p>There is a choice of two questions on each theme.</p> <p>Candidates must answer three questions, each from a different section.</p> <p>No stimulus material is provided.</p> <p>This paper is set and marked by Cambridge.</p> <p>45% of the total marks.</p>	
Component 2: Defining Moments	1 hour 30 minutes
<p>Evidence-based inquiries. This written paper has two sections, one for each of the set topics in the curriculum content. Candidates must answer all questions on one topic. Set topics are changed every year, and schools are notified two years ahead.</p> <p>Up to seven primary sources will be set for each topic.</p> <p>This paper is set and marked by Cambridge.</p> <p>35% of the total marks.</p>	
Component 3: History Around Us	
<p>This component requires candidates to produce a research-based essay (1,400–1,600 words).</p> <p>This component is marked by the teacher and moderated by Cambridge.</p> <p>20% of the total marks.</p>	

Availability

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

Combining This with Other Syllabi

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

- syllabi with History in their title at the same level
- 0416 Cambridge IGCSE History (US).

3. Syllabus Goals and Objectives

3.1 Goals

The goals of Cambridge IGCSE American History are to:

- stimulate interest in and enthusiasm about the past
- promote the acquisition of knowledge and understanding of human activity in the past
- ensure that the candidates' historical knowledge is rooted in an understanding of the nature and use of historical evidence
- promote an understanding of the nature of cause and consequence, continuity and change, and similarity and difference
- provide a sound basis for further study and the pursuit of personal interest
- encourage international understanding
- encourage the development of linguistic and communication skills.

The goals are not listed in order of priority.

3.2 Assessment Objectives

There are four assessment objectives (AOs) in Cambridge IGCSE American History.

Candidates must demonstrate the following:

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

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

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

3.3 Assessment Components

Component 1: The Making of a Nation 1754–2010

This component is based on the four main themes of the curriculum content detailed in Section 4. The paper is divided into four sections, one for each theme. **Three** questions must be answered, each from a **different** section. Candidates write their answers on the question paper.

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

Component 2: Defining Moments

This component involves historical inquiry in depth using original sources.

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

The set topics will change every year and will always be published in the syllabus two years ahead of the assessment. The set topics are always the same for the June and November series in any given year. One topic will always focus on an earlier part of the period of study (1754–2010) and the other will focus on a later part. We recommend that you teach and study only **one** topic.

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

Questions will not be set in Paper 1 on the set topics for Paper 2 in the same year.

Teaching and learning should focus on:

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

Set Topics

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

Examination	Set Topic 1	Set Topic 2
2014 (June and November)	The Causes of the American Revolution starting in 1754	The 1920s

Component 3: History Around Us (Coursework)

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

The class teacher selects the site or object for the entire class to investigate individually. The emphasis should be on an ordinary site or object so its significance will be local/regional. There is no requirement to select somewhere of national significance. Working on a single site or object makes it more practical to arrange a field trip to visit the site or to view the object in person. It also makes it easier for candidates to share primary and/or secondary resources in their individual research.

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

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

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

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

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

4. Curriculum Content

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

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

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

Teaching and learning should focus on:

- continuity, development, and change over time (including continuities/ discontinuities and changes in direction)
- causation and consequence
- the significance of key turning points and individuals
- connections between different themes.

The curriculum consists of four main **themes**. Each theme is structured around a series of key questions, focus points, and specified content.

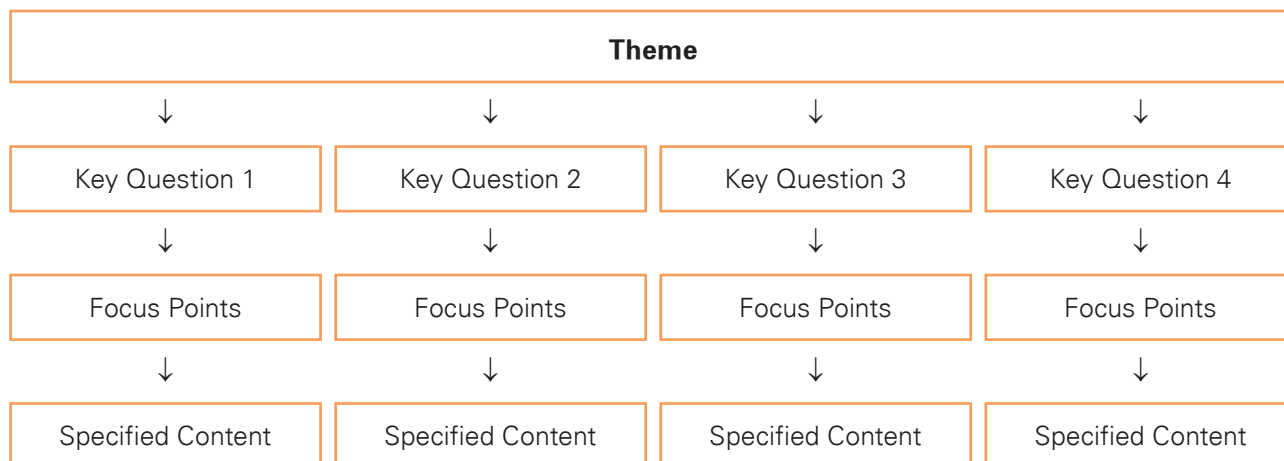
Key questions define the topics for study and encourage an investigative approach to the teaching and learning for this course.

Focus points provide guidance on what has to be studied for each key question.

Specified content provides guidance on what needs to be understood for each focus point.

All dates are inclusive and define the period for study. If dates in a focus point are different from those in the key question, they limit study of that focus point to the narrower time span. This syllabus starts in 1754 and ends in 2010 (but 2000 for themes 1 to 3). Teachers might wish to spend a short time setting the scene with a little background, but this should be kept very brief. No question will be set that assumes any understanding of events or issues pre-1754.

This diagram shows how the themes are structured.



Theme 1: Government and the People 1754–2000

Key Question 1: How did Americans develop the U.S. political system during the period from 1754 to 1865?

Focus Points

- What role did political ideas have before 1776?
- How was the Constitution created?
- How and to what extent did the political system move toward democracy?
- How important was the principle of States Rights before 1861?

Specified Content

- Political actions of the colonists in response to British rule 1754–76
- The writings of John Adams, Thomas Jefferson, and Tom Paine
- The creation of the Constitution and the Bill of Rights 1781–90
- The role of Presidents and political parties before 1850
- The debate over slavery and abolition before 1865
- The election of Lincoln and secession 1860–61
- The Civil War: political and military leadership, military events and their consequences 1861–65

Key Question 2: To what extent did political turbulence mark the years from 1865 to 1933?

Focus Points

- How far were the political rights of African Americans changed after the Civil War?
- Why did new political groupings emerge in the late 19th century?
- How limited was the influence of presidents before 1914?
- How far were administrations complacent during the years 1921–1933?

Specified Content

- Reconstruction 1865–77
- Jim Crow laws and African American activism starting in the 1890s
- Populism 1867–96
- Corruption and patronage 1865–1933
- The Progressive Movement 1901–20
- Women’s rights: the 19th Amendment 1920
- “Normalcy” in the 1920s
- The response of government to the Wall Street Crash 1929

Key Question 3: How effectively did the federal government from 1933 to 2000 respond to the challenges it faced?

Focus Points

- How authoritarian was government during the years 1933–1954?
- How extensive were the reform programs of the 1960s?
- How far has the power of the presidency been eroded since 1969?
- How conservative or liberal were administrations from 1969 to 2000?

Specified Content

- The New Deal 1933–39
- Government in wartime 1941–45
- McCarthyism 1950–54
- Kennedy’s “New Frontier” 1961–63
- Johnson’s “Great Society” 1963–69
- The Watergate Scandal 1972–74
- Republican administrations 1969–93
- Democrat administrations 1977–2000

Theme 2: Who Are Americans?

Key Question 1: How and why did the economic, social, and political status of Native Americans change from 1754 to 2000?

Focus Points

- How far did the economic, social, and political status of Native Americans change from 1754 to ca.1850? What were the main influences on these changes?
- How far were the Plains/Indian Wars (1864–1890) a turning point in the fortunes of Native Americans?
- To what extent was the policy of assimilation a success before 1945?
- Why did Native Americans form the Red Power Movement in the 1960s? How successful was Red Power in achieving its aims?

Specified Content

- Tecumseh's Confederacy
- Andrew Jackson and Indian Removal 1830
- Main conflicts of the Indian Wars: Sand Creek Massacre 1864, Red River War 1874–75, Battle of the Little Big Horn 1876
- Reservations and the Dawes Act 1887
- Native American issues 1918–45
- The American Indian Movement, the Red Power Movement, changes in the law from the 1960s

Key Question 2: How and why did the economic, social, and political status of Hispanic and Asian Americans change from ca.1840 to 2000?

Focus Points

- Who are Hispanic and Asian Americans?
- Why did the migration of Hispanic Americans increase from the mid 19th century?
- Why did the economic, social, and political status of Hispanic Americans fluctuate from 1848 to 2000?
- Why did the immigration of Asian Americans ebb and flow from after the Civil War to 2000?
- How did the economic, social, and political status of Asian Americans fluctuate from 1914 to 2000?

Specified Content

- The Treaty of Guadalupe Hidalgo 1848
- The free movement of Mexican workers across borders 1850–1910
- Chinese laborers, the Chinese Exclusion Act 1882
- Opposition to Japanese immigrants, the Asiatic Exclusion League 1905, the Gentlemen's Agreement 1907
- Japanese Americans, internment during World War Two
- The Bracero movement, Mexican and Puerto Rican migrations to the North in the 1940s and 1950s
- The Zoot Suit Riots 1940s
- Japanese American Citizens League
- Cesar Chavez, Dolores Huerta, the United Farm Workers
- Cuban immigrants 1959–80

Key Question 3: How and why did the economic, social, and political status of African Americans change from 1754 to 2000?

Focus Points

- What impact did slavery have on the lives of African Americans before 1865?
- How far did Reconstruction improve the lives of African Americans?
- What was the role of African American leaders and pressure groups in moves toward improving the economic, social, and political status of African Americans from 1877 to 1945?
- How and why did the civil rights movement gain momentum after 1945?
- How successful was the civil rights movement in improving the economic, social, and political status of African Americans by 2000?

Specified Content

- The Freedman's Bureau, the Black Codes, the 13th, 14th, and 15th Amendments to the Constitution, the Ku Klux Klan, the Enforcement Acts
- The "Slaughter House Cases" 1873, the 1876 compromise, Jim Crow laws, *Plessy v. Ferguson* 1896, D. W. Griffith's film *The Birth of a Nation*
- Booker T. Washington and the Tuskegee Institute, William Du Bois and the National Association for the Advancement of Colored People, Marcus Garvey, A. Philip Randolph
- The Great Migration, the Harlem Renaissance
- *Brown v. the Board of Education* 1954
- The end of Jim Crow laws 1955–65: student protests, Freedom Rides, Martin Luther King, the Civil Rights Act 1964, the Voting Rights Act 1965
- The rise of radical Black activism: Malcolm X, Black Power, the Black Panthers
- The Rodney King Affair 1992

Key Question 4: How did immigration affect the U.S.A. during the years 1860 to 2000?

Focus Points

- How did immigration affect the ethnic composition of the U.S.A. before 1914?
- How did immigration affect the labor market from 1860 to 1939?
- How did patterns of immigration change from 1918 to 2000?
- How did immigration affect the religious composition of the U.S.A. from 1860 to 2000?

Specified Content

- The Homestead Act 1862 and early immigration from Europe, the importance of steamships by the late-1800s
- Changing immigration in the 1890s: Central, Southern, and Eastern Europeans
- Immigrants from Asia: Chinese workers and the railroads 1880s, restrictions on Chinese immigrants 1882–1943, Japanese workers and sugar plantations (Hawaii) and fruit and vegetable farms (California)
- Immigration from Mexico: Newlands National Reclamation Act 1902, influence of the Mexican Revolution
- Physical exams, settlements, ghettos, restrictive covenants
- Immigration reform: the National Origins Act 1924, the Great Society, the Immigration Act 1965
- Migrants and work: industrial and occupational concentrations (e.g., Slavic groups and mining), the bringing of new skills, labor camps, dilution of wage levels, unionization
- The "new refugees" post-World War Two, the Refugee Act 1980
- Immigration and religious diversification: the importance of Judaism, Catholicism, varieties of Protestantism (Presbyterianism, Methodism, German immigrants and Lutheranism)

Key Question 5: To what extent was economic, social, and political change dominated by class-based issues during the period 1877 to 2000?

Focus Points

- How successful were class-based pressure groups in determining economic, social, and political change from 1877 to 1948?
- How far did labor unions achieve their aims from 1918 to 1948?
- What explains the rapid growth of the middle class during the 20th century?

Specified Content

- Early unions: the National Labor Union
- The Knights of Labor
- The American Federation of Labor 1886, collective bargaining
- The Industrial Workers of the World (“the Wobblies”) 1905
- Reaction of employers: “yellow dog” contracts
- Strikes: the Great Railroad Strike 1877, Haymarket 1886, Homestead 1892, Pullman 1892, sit-down strikes of the 1930s
- The Wagner Act 1935, the New Labor Legislation, increase in union membership
- C. Wright Mills 1951 and the rise of the higher middle class (salaried professionals and managers), the lower middle class (semi-professionals, skilled craftspeople and lower level management), blue collar and white collar

Key Question 6: To what extent was gender equality achieved during the period 1848 to 2000?

Focus Points

- Why did the women’s suffrage movement struggle before 1920 to achieve its aims?
- How important was the Second World War in moves toward gender equality?
- To what extent was gender equality achieved starting in the 1960s?

Specified Content

- Lucretia Mott, Elizabeth Cady Stanton, the Seneca Falls Convention 1848
- Susan B. Anthony and the American Rights Association 1866, civil disobedience
- The Woman’s Christian Temperance Union 1874
- The National American Woman Suffrage Association 1890; divisions: Alice Paul and the Congressional Union 1913
- The 19th Amendment to the Constitution 1920
- Employment opportunities for women during the Second World War, *Rosie the Riveter*
- Feminism in the 1960s: Betty Friedan and *The Feminine Mystique* 1963, the National Organization for Women, Gloria Steinem and *Ms.*
- Campaigning in the 1970s and beyond: Shirley Chisholm and the National Women’s Political Caucus 1971, Geraldine Ferraro, the Equal Rights Amendment 1972, *Roe v. Wade* 1973, Phyllis Schlafly

Theme 3: Economic and Social Change 1754–2000

Key Question 1: Why was there a “market revolution” during the years 1754 to 1900?

Focus Points

- To what extent were abundant natural resources the key to the “market revolution”?
- How did technical innovation and the transportation revolution affect the “market revolution”?
- How did political and legal systems influence the “market revolution”?
- What were the social consequences of the “market revolution”?

Specified Content

- The rise of manufacturing in the early 19th century: the Francis Lowell textile factory, the importance of New England and the Ohio River Valley, the free enterprise system
- The Banking Revolution: early banks, circulation of bank notes, controls (*McCulloch v. Maryland* 1819), other regulations on business and commerce (*Dartmouth College v. Woodward* 1819), *Gibbons v. Ogden* 1824
- New technology: Eli Whitney, “interchangeable parts” and the cotton gin 1793; steam power, canals, railroads, roads
- The impact of the Industrial Revolution on living and working conditions

Key Question 2: To what extent did the Civil War result from economic and social conflicts and differences?

Focus Points

- How did the power struggle between federal government and the states affect the U.S. economy?
- Why did the northern industrial economy grow so quickly?
- Why did slavery become the cornerstone of the agrarian South?
- In what ways did slavery contribute to the outbreak of the Civil War?
- What sectional tensions other than slavery led to the Civil War, and why?

Specified Content

- The Missouri Compromise 1820
- The Compromise of 1850, the rise of sectionalism in the 1850s, the Kansas-Nebraska Act 1854, “Bleeding Kansas”
- The rise of the Republican Party: economic policy (high tariffs, transcontinental railroad), Southern response (the “Fire-eaters,” “industrial slavery”), the “Panic of 1857,” “King Cotton”
- The Dred Scott episode 1857
- The Lincoln–Douglas debates 1858
- John Brown

Key Question 3: How did the Progressive Era emerge, and what did it accomplish?

Focus Points

- Why did industry prosper after the Civil War?
- How did industrial expansion affect living and working conditions?
- How and why did federal government start to regulate corporations?
- How effective was Progressivism?

Specified Content

- The aims of the Progressive movement, the influence of “muckrakers” (e.g., Upton Sinclair, Frank Norris)
- Progressivism at a local level: Robert M. La Follette and the “Wisconsin Idea,” the breaking of vested interests (e.g., through the initiative, the referendum, the recall), social welfare reforms
- Progressive Era Amendments: income tax, state elections for senators, prohibition, women’s suffrage
- The policies of Roosevelt, Taft, and Wilson (especially the “square deal”)
- The limits of Progressivism: the issue of social justice, extension of Jim Crow, the situation of African Americans

Key Question 4: What were the economic and social changes of the period 1919 to 1941?

Focus Points

- Why did new consumer products emerge?
- How did the boom of the 1920s change the lives of the U.S. population?
- Why was there overproduction before 1929?
- Why was there a Great Crash in October 1929?
- How were different groups in the U.S. affected by the Great Depression?
- How far did the New Deal help the U.S. economy to recover?

Specified Content

- Post-War prosperity and industrial expansion: rising productivity and real wages, availability of credit, growth of marketing and advertising, electric power and electric appliances
- The rise in personal debt, speculation and “buying on the margin,” the “too many goods, too little demand” phenomenon
- Black Thursday 24 October 1929, Black Tuesday 29 October 1929
- The Great Depression and poverty: Hoovervilles, the Dust Bowl, health issues, impact on families, rise in discrimination
- The First Hundred Days 1933: stabilizing financial institutions, relief provision, job creation, economic regulation through the “alphabet agencies”
- The Second New Deal 1935: new agencies and legislation, rural electrification, the Social Security system
- The limitations of the New Deal: women, African Americans, the debate over “too much” and “not enough”

Key Question 5: What were the major changes in the U.S. economy from 1941 to 2000?

Focus Points

- How and how far did the Second World War change the course of the U.S. economy?
- Why did the U.S. economy slump in the 1970s and early 1980s?
- How did the “Information Age” affect the economy and society?

Specified Content

- The war and technological developments: television, the early computer industry, nuclear power, improvements in medicine
- Business restructuring: conglomerates, the franchise, Ray Kroc and McDonald’s
- The impact of the Vietnam War on the economy: inflation and deficit spending in the 1970s and early 1980s
- The oil crisis of 1972–73, Carter’s energy plan, the nuclear energy debate
- “Reaganomics”
- The technological revolution of the 1980s and 1990s: computers, the internet, the “new economy” (e.g., the Bill Gates effect), the impact on society (e.g., education) and government (e.g., the Napster case, regulation of the internet)

Key Question 6: How important was religion in the development of society in the U.S.A. from 1800 to 1939?

Focus Points

- Why was there a religious revival during the first half of the 19th century?
- How important was religion in U.S. society by 1914?
- How did religion develop in the U.S. from 1918 onwards?

Specified Content

- The Second Great Awakening: “revivalism” and the growth of the Baptists and Methodists, Joseph Smith and the growth of the Mormons, African American worship
- The Social Gospel Movement of the 1880s and 1890s
- Religion after the First World War: the spread of fundamentalism, the evolution debate and the Scopes trial 1925

Key Question 7: How far did U.S. popular culture change from 1920 to ca.1975?

Focus Points

- What was the impact of the Jazz Age on U.S. popular culture?
- What was the impact of the long 1960s on U.S. popular culture?

Specified Content

- The Jazz Age 1920–39: Hollywood and movie making, the spread of newspapers and magazines, radio, jazz clubs, and dance halls, “the Lost Generation”
- Counter-culture and protest ca.1955–ca.1975: beatniks and hippies, 1960s style (design, fashion, music), the sexual revolution, the drug scene, Woodstock and Altamont

Theme 4: America and the World 1754–2010

Key Question 1: How were the borders of the nation defined by 1853?

Focus Points

- How important was the role of France in shaping the borders of America?
- To what extent were war and diplomacy with Britain important in defining America's borders?
- How significant was Spanish influence in America from 1754?
- Why were relations with Mexico so difficult?

Specified Content

- The French and Indian War
- The Revolutionary War: political and military leadership, military events and their consequences 1775–83
- The Louisiana Purchase 1803
- The War of 1812
- Settlement of the border with Canada: treaties of 1818, 1842, and 1846
- The acquisition of Florida 1819
- Texas 1846
- War and peace with Mexico 1846–53

Key Question 2: What were the aims of U.S. foreign policy during the period 1820 to 1919?

Focus Points

- How did the U.S.A. exert its influence in Central and South America?
- Why were relations with European powers often difficult from 1820 to 1914?
- Was the foreign policy of the U.S.A. imperialist from the 1890s to 1914?
- Why and with what effects (until 1919) did the U.S.A. enter the First World War?

Specified Content

- The Monroe Doctrine 1823 and its application
- The Panama Canal: developments from the 1820s onwards
- Relations with Britain during the Civil War: the Trent Affair 1861 and the *Alabama* 1862
- The Spanish-American War 1898
- "Dollar Diplomacy" from the 1890s onwards
- Policy in the Pacific from 1853 onwards
- U.S. attitudes to war in Europe 1914–19
- The contribution of the U.S.A. to the Allied effort in the First World War (until 1919)
[N.B. The First World War is **not** specified separately in the curriculum content.]

Key Question 3: How effectively did the U.S.A. promote its international interests during the years 1920–1952?

Focus Points

- Did the U.S.A. follow a policy of isolation in the 1920s?
- How successful was the U.S.A. as “good neighbor” from 1933 to 1941?
- Why did the U.S.A. go to war in 1941?
- How did the U.S.A. help shape post–Second World War settlements in Europe and Asia?
- What policies did the U.S.A. pursue in Germany and Japan from 1945?

Specified Content

- Initiatives to secure international peace: naval treaties 1921–22, Dawes Plan 1924, Kellogg Pact 1928, Young Plan 1929, support for the International Labor Organization in the 1920s
 - Relations with Latin America 1920–39
 - Reaction to Japanese aggression during the 1930s
 - “Cash-and-Carry” and “Lend-Lease” policies 1939–41
 - Conferences at Yalta and Potsdam 1945
 - The policy of containment: the Truman Doctrine 1947 and the Marshall Plan 1948
 - The Airlift to break the Berlin Blockade 1948–49
 - The occupation of Japan 1945–52
- [N.B. The Second World War is **not** specified separately in the curriculum content.]

Key Question 4: How did the U.S.A. achieve and sustain its status as a superpower from 1945 to 2010?

Focus Points

- How successful was the U.S.A. in containing communism in Asia?
- How did relations between the U.S.A. and the U.S.S.R. change during the period 1949–91?
- Did the U.S.A. win the Cold War “arms race”?
- How important was the U.S.A. in the affairs of the Middle East from 1979?
- How did the U.S.A. adapt to changing international circumstances from 1989?
- How serious was the threat of terrorism from 2000 onwards?

Specified Content

- The Korean War 1950–53: reasons for involvement, military events and their consequences
- Vietnam 1954–73: reasons for involvement and withdrawal, military events and their consequences, impact in the U.S.A.
- Nuclear rivalry, the Cuban Missile Crisis, proliferation and arms control, détente
- Responses to the U.S.S.R.’s actions in Central and Eastern Europe: Hungary 1956, the Berlin Wall 1961, Czechoslovakia 1968
- U.S. involvement in the Middle East starting from the Camp David Agreement 1979
- Europe since the end of the Cold War: expansion of N.A.T.O., the Balkans (reasons for involvement, role in, success in)
- The attack on the Twin Towers 2001
- Wars in Afghanistan starting in 2001 and Iraq starting in 2003 (reasons for involvement, role in, success in)

5. Coursework Guidance for Centers

5.1 Guidance on Coursework Tasks

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

The Product Manager

Cambridge IGCSE American History (US)

University of Cambridge International Examinations

1 Hills Road

Cambridge

CB1 2EU

UK

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

The coursework scheme should include the following:

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

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

5.2 The Nature and Setting of Coursework

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

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

The essay must comprise:

- a description of a U.S. site or object
- an assessment of the historical significance of the site or object.
- an evaluation of the limitations of their study, identifying aspects for further research and explaining how further research would advance our historical understanding of the site or object.

All parts should be of sufficient length to allow the candidate to score at the highest level of which they are capable.

Candidates may include visual material in their work if it clarifies a point in their description or in their assessment of significance (i.e., if it is not merely for illustration).

Choice of site or object

The class teacher selects **one** site or object that the entire class will investigate individually. The choice of site or object is important; the site or object must be of sufficient and varied historical significance to offer an appropriate focus for investigation and to allow candidate(s) to reach the highest levels in the mark scheme.

Equally, the site or object should not be so large or of such great significance that an assessment of it cannot do justice to the subject within the specified word limit. A relatively ordinary building, area of a town, or object often makes a better subject for a study than one that is of very well-known (and documented) national significance. If a teacher wishes to choose a local site or object that is of national importance, it is recommended that the scope of the inquiry be narrowed to make the study manageable within the word limit.

The following are examples of possible objects to investigate:

- a prototype machine (e.g., a wind pump or piece of farm equipment) because the major difference that it made to the way life operated gives it a historical significance to be explored
- National City Lines Bus 2857 (in the Henry Ford Museum, Michigan) because what it represents and/or its role in the Montgomery Bus Boycott gives it a historical significance to be explored.

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

It is desirable for the candidate to have direct access to the site or object in an educational visit as their description should be based on personal observation supported by additional evidence gathered from source material.

Questions to ask about the site or object could include:

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

To reach the highest level, candidates should:

- recognize that the historical significance of a site or object is negotiable, depending on the questions asked of it or line of inquiry pursued
- use reliable evidence from documentary or other sources, such as photographs and film, to support their conclusions. These may relate to the site or object directly, or be interpretations of the site or object
- include a sophisticated description of the subject of their study.

A single site or object

Every candidate in a class should study the same site or object. Working on a single site or object makes it more practical to arrange a field trip to visit the site or to view the object in person. It also makes it easier for candidates to share primary and/or secondary resources in their individual research and marking the work of the class is more straightforward.

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

Source materials

Teachers should prepare a pack of relevant source materials, including materials relating to the site or object, at the time, interpretations of the site or object, and sources providing evidence of a more general nature about related issues. These should be selected to enable candidates of all abilities to embark on their study. Candidates may add to the pack of resources if they wish, but this is not a requirement of the mark scheme. The sources should be available for candidates in hard copy or electronically, together with relevant information to enable candidates to give appropriate references in their footnotes and bibliography.

The production of coursework

Teachers will prepare candidates for the coursework by teaching skills such as how to use and evaluate sources and how source material should be cited.

Candidates can be taught in outline about the main issues surrounding the chosen site or object. The teaching should cover the local and national context to assist candidates' judgments about elements of significance such as typicality and impact on relevant developments.

Candidates should understand how historians judge significance using a range of criteria. These could include significance within a line of development, using concepts such as turning point, false dawn, continuity, anomaly; significance for different (groups of) people at the time; significance for different (groups of) people over a longer term; the importance attributed to a site or object by people at the time and since.

Candidates must carry out their work individually. Coursework must not be done at home.

Teachers can offer guidance on how best to approach a coursework task but must be careful not to exert too much influence over candidates' decisions. Coursework must be the candidate's own work, and each candidate and their teacher will be required to sign a declaration when the work is submitted. Any quotations and copied material must be fully acknowledged. For further guidance on the role of the teacher, see Appendix A.

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

This component is worth one-fifth of the marks for the syllabus so an appropriate proportion of the class time allocated to the course should be allocated to work on this component.

Writing the Essay

Coursework should be word-processed:

- in Arial or Times New Roman font,
- using a font size of 11 or 12,
- with margins left, right, top, and bottom.

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

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

Bibliography: There must be a bibliography. This should be set out in alphabetical order by author's last name.

For books, the author's full name should be followed by the full title and the date of publication.

For websites, the author (if there is one) should be followed by the title of the article/item and the date it was written, the full website address (URL), and the date it was accessed by the candidate.

6. Marking Coursework

6.1 Marking Criteria for Coursework

Marks should be awarded for Assessment Objectives 2 and 4 using the criteria listed below. Note that the descriptions below are general and refer to a candidate's overall performance in each Assessment Objective, and therefore they should not be used to mark the specific task.

The total mark achieved for a particular Assessment Objective will place the candidate in one of the following mark bands. The candidate's work should demonstrate the qualities given for that band. If it does not, the marks should be adjusted.

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

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

Assessment Objective 2: 10 marks

Assessment Objective 4: 15 marks

No other Assessment Objectives may be assessed. Assessment must focus on the quality of the candidate's work, **not** quantity or presentation.

Once coursework has been marked, candidates may not repeat the task or redraft their work.

Generic Mark Scheme

AO2: Significance 10 marks available		AO4: Use of Sources in Research 15 marks available	
Level 1 0–3 marks	<p>Candidates can identify some criteria for significance and make claims about the significance of the chosen site or object. These will either be weakly supported or unsubstantiated.</p> <p>The limitations of the study are described or ignored. How further research would advance historical understanding of the site or object is barely considered or not addressed.</p>	Level 1 0–5 marks	<p>Candidates can select and use relevant information to construct narratives and description. These will be straightforward and accurate but are likely to be relatively brief or limited in scope.</p> <p>Candidates can comprehend sources but take them at face value. They can identify sources that are useful for particular tasks and can draw simple conclusions. They can provide some relevant information to show where a source can be found.</p>
Level 2 4–7 marks	<p>Candidates can identify and provide supporting evidence for at least one criterion for judging historical significance, using their knowledge of the historical context of the chosen site or object.</p> <p>There is some evaluation of the limitations of the study, but this is limited. How further research would advance historical understanding of the site or object is explained to some extent.</p>	Level 2 6–10 marks	<p>Candidates can select, organize, and deploy a range of relevant information to produce structured narratives, descriptions, and explanations that are accurate and reasonably thorough but are nonetheless limited to the more obvious aspects of the matter under consideration.</p> <p>Candidates can evaluate and use sources critically to investigate issues and reach conclusions.</p> <p>They can recognize that sites or objects have been interpreted in different ways.</p> <p>They can cite most sources accurately.</p>
Level 3 8–10 marks	<p>Candidates can identify and provide supporting evidence for a range of criteria for judging historical significance. They can recognize that the site or object has different significances.</p> <p>They can use a wide range of knowledge of the context of the chosen site or object.</p> <p>There is a careful evaluation of the limitations of the study, explaining well how further research would advance historical understanding of the site or object.</p>	Level 3 11–15 marks	<p>Candidates can select, organize, and deploy an extensive range of relevant information to produce consistently well-structured narratives, descriptions, and explanations. These are thorough and accurate, and show an appreciation of the wider historical context.</p> <p>Candidates can evaluate and use a range of sources critically to investigate issues and to reach reasoned and substantiated conclusions. They can explain how and why differences exist in the ways in which sites or objects are interpreted.</p> <p>They can cite all sources fully and accurately.</p>

6.2 Notes on Moderation

Internal Moderation

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

Arrangements for internal standardization should include:

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

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

External Moderation

Cambridge undertakes external moderation of internally assessed coursework. Centers must submit candidates' internally assessed marks to Cambridge. The deadlines and methods for submitting internally assessed marks are in the *Cambridge Administrative Guide*, available on our website. Internally assessed and moderated marks for all candidates must reach Cambridge by the following deadline:

- May/June examination: 30 April 2014
- October/November (retake) examination: The May/June coursework is carried forward.

These marks can be submitted by using MS1 (internally assessed mark sheets). Please consult the *Cambridge Handbook* for more information.

On receiving the internally moderated marks, Cambridge selects a sample of candidates whose work will be externally moderated. Cambridge will ask Centers to submit the coursework of these candidates as soon as possible, together with the relevant *Individual Candidate Record Cards* and *Coursework Assessment Summary Form*. Copies of these forms may be found at the back of this syllabus.

For more information about external moderation, please consult the *Cambridge Handbook* and the *Cambridge Administrative Guide*.

6.3 Grade Descriptions

Grade A

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

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

Grade C

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

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

Grade F

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

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

6.4 Forms

- Individual Candidate Record Form
- Coursework Assessment Summary Form
- Cover Sheet

**0409 AMERICAN HISTORY
Individual Candidate Record Card
Cambridge IGCSE**

Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.

Centre Number						Centre Name	June	2	0		
Candidate Number						Candidate Name	Teaching Group/Set				

Brief Summary of reasons for awarding band and mark for Assessment Objective 2	Brief Summary of reasons for awarding band and mark for Assessment Objective 3	
Marks to be transferred to Coursework Assessment Summary Form (max 10)	Marks to be transferred to Coursework Assessment Summary Form (max 15)	TOTAL MARK (max 25)



Instructions for completing the Individual Candidate Record Card

1. An Individual Candidate Record Card must be attached to the front of the work of each candidate.
2. Complete the information at the head of the form.
3. Mark the Coursework assignment for each candidate according to instructions given in the syllabus booklet.
4. Enter marks and total marks in the appropriate spaces. Complete any other sections of the form required.
5. Ensure that the addition of marks is independently checked.
6. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates in the Coursework component at the Centre. The outcome of internal moderation, in terms of the number of marks added to or subtracted from the initial total, must be clearly shown when marks are transferred onto the Coursework Assessment Summary Form.
7. Transfer the marks to the Coursework Assessment Summary Form in accordance with the instructions given on that document.
8. Retain all Individual Candidate Record Cards and Coursework which will be required for external moderation. Further detailed instructions about external moderation will be sent in late March of the year of the examination. See also the instructions on the Coursework Assessment Summary Form.



0409 AMERICAN HISTORY
Coursework Assessment Summary Form
Cambridge IGCSE

Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.

Centre Number					Centre Name		June	2	0		
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Candidate Number	Candidate Name	Teaching Group/ Set	Assessment Objective 2 (max 10)	Assessment Objective 4 (max 15)	Total Mark (max 25)	Internally Moderated Mark (max 25)

Name of teacher completing this form		Signature		Date					
Name of internal moderator		Signature		Date					

A. Instructions for completing Coursework Assessment Summary Forms

1. Complete the information at the head of the form.
2. List the candidates in an order which will allow ease of transfer of information to a computer-printed Coursework mark sheet MS1 at a later stage (i.e. in candidate index number order, where this is known; see item B.1 below). Show the teaching group or set for each candidate. The initials of the teacher may be used to indicate group or set.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:
 - (a) Where there are columns for individual skills or assignments, enter the marks initially awarded (i.e. before internal moderation took place).
 - (b) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
 - (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.
4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

B. Procedures for external moderation

1. University of Cambridge International Examinations sends a computer-printed Coursework mark sheet MS1 to each Centre in late March for the June examination showing the names and index numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.
2. The top copy of the computer-printed Coursework mark sheet MS1 must be despatched in the specially provided envelope to arrive as soon as possible at Cambridge but no later than 30 April for the June examination.
3. Cambridge will select a list of candidates whose work is required for external moderation. As soon as this list is received, send the candidates' work with the corresponding Individual Candidate Record Cards attached, this summary form and the second copy of the computer-printed mark sheet(s) (MS1), to Cambridge. Indicate the candidates who are in the sample by means of an asterisk (*) against the candidates' names overleaf.
4. Cambridge reserves the right to ask for further samples of Coursework.
5. With the sample work, please send information as to how internal moderation was carried out.



Cambridge IGCSE 0409 American History 0409/03 Research Portfolio: Cover Sheet

A Cover Sheet must be attached to the front of the work of each candidate.

Candidates complete **Part A** and the teacher responsible for the course completes **Part B**.

Part A

Centre Number					Candidate Number			Candidate Name	
Syllabus				Component					
0	4	0	9	0	3				
Series/Year of Submission									
May/June									

Candidate Declaration

I confirm that the enclosed material is all my own work. Any work taken from another source has been appropriately referenced and acknowledged.

Signature _____ Date _____

Part B

Teacher Declaration

I have supervised sufficient work to enable me to sign this statement of authentication with confidence that this is the candidate's own work.

Syllabus regulations on the role of the teacher have been observed.

Teacher Comment (for use if a teacher wishes to draw the examiner's attention to a concern or problem):

Signature _____ Teacher Name _____ Date _____



UNIVERSITY of CAMBRIDGE
International Examinations

7. Appendix

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

The History Around Us component is an integral part of the course, so Cambridge expects candidates to undertake their coursework with continuing guidance and supervision from teachers. Throughout the entire process, teachers should monitor progress to ensure that candidates work at a steady pace and complete their portfolios on time.

There are three different stages in the production of each assignment:

- planning the task
- researching and drafting the task
- submitting the task.

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

Planning the Task

Teachers should introduce this component to candidates, providing detailed guidance on the purpose and requirement of the task and the assessment criteria against which each task will be marked.

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

All candidates should then be given ongoing advice:

- on possible books and other resources that might be useful
- to resolve practical and conceptual problems encountered during research.

Teachers should give collective advice in class, teaching candidates as a group about:

- report writing and possible ways of structuring written coursework
- appropriate study and research skills and techniques
- working in a disciplined way to meet the word and time limits
- the meaning and consequences of plagiarism
- how to create a suitable bibliography.

Candidates should work together on all of the above, just as they would in the context of classroom learning in any subject. Significant time should be allocated to this important part of the preparation for the History Around Us coursework.

Researching and Drafting the Task

Coursework must be produced under supervised conditions and must be the candidate's own work. Candidates will be expected to carry out their research on their own and, once drafting has begun, the candidate must complete the process without further subject-specific assistance from school or home.

Teachers may not:

- offer or provide detailed subject guidance for a candidate
- undertake any research for a candidate
- prepare or write any drafts for a candidate
- correct, suggest corrections to, or identify shortcomings in any part of a candidate's written/electronic subject-specific notes or drafts
- prepare any part of a candidate's presentation.

Practice assignments are not allowed. The repeating of assignments is not allowed. Candidates may not work collaboratively.

Deadlines should be communicated to candidates before they begin work and periodically thereafter.

Submitting the Task

Investigations may not be revised after submission to the teacher. The addition, modification, or removal of any material after this would constitute malpractice.

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

8. Additional Information

8.1 Guided Learning Hours

Cambridge IGCSE syllabi are designed with the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. (“Guided learning hours” include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates’ prior experience with the subject.

8.2 Recommended Prerequisites

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

8.3 Progression

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

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

8.4 Component Codes

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

8.5 Grading and Reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F, or G, indicating the standard achieved, Grade A* being the highest and Grade G the lowest. “Ungraded” indicates that the candidate’s performance fell short of the standard required for Grade G. “Ungraded” will be reported on the statement of results but not on the certificate.

8.6 Access

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

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

8.7 Support and Resources

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

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

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

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