



**Cambridge Assessment  
International Education**



Interactive

## Interactive Learner Guide

# Cambridge IGCSE<sup>®</sup> History 0470

For examination from 2017



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# About this guide

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

By the end of this guide, you should:

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

## Section 1: Syllabus content

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

## Section 2: How you will be assessed

Find out:

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

## Section 3: What skills will be assessed

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

## Section 4: Example candidate response

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

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

## Section 5: Revision

Discover:

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

# Section 1: Syllabus content - what you need to know about

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

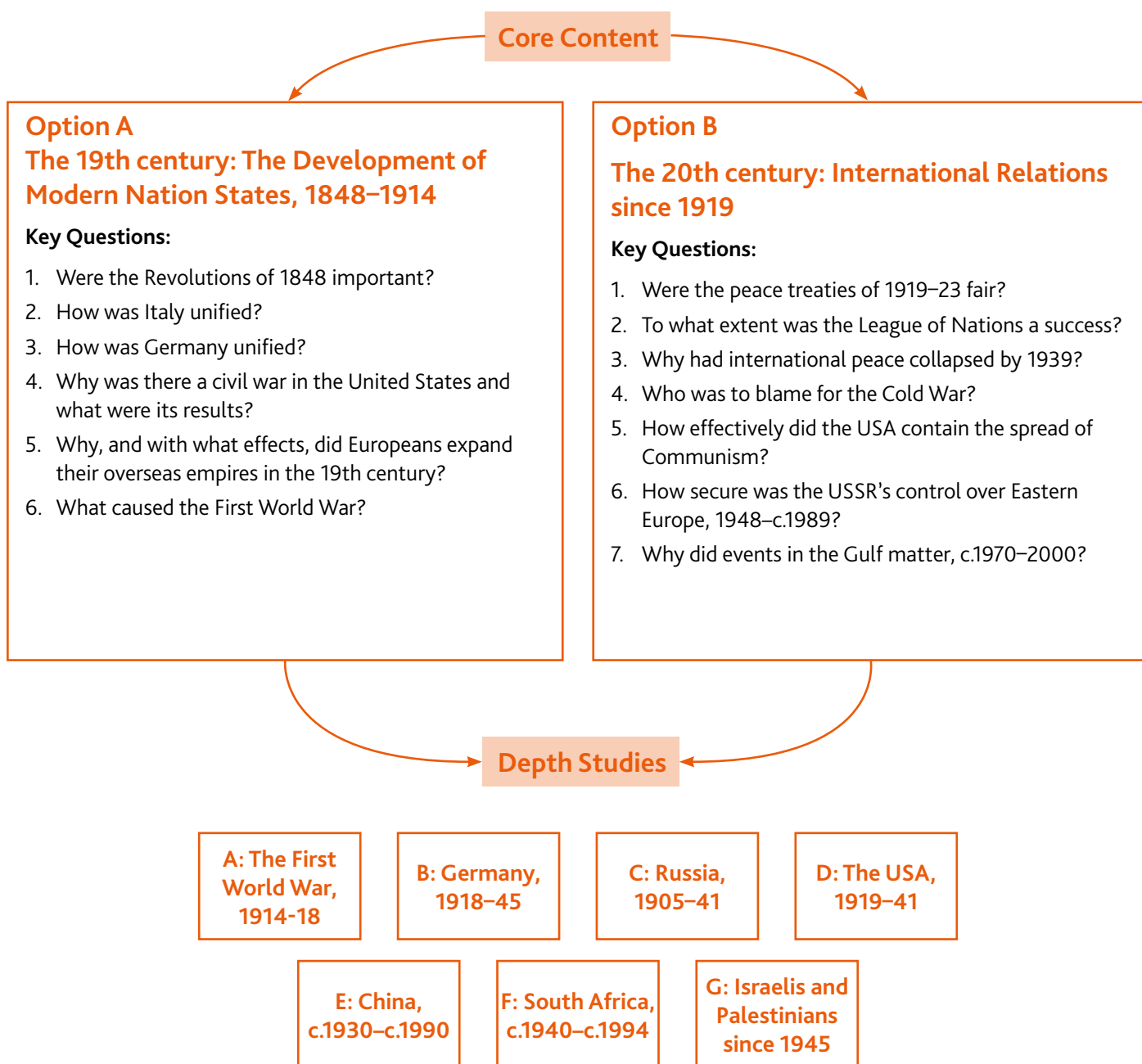
Only the Key Questions have been included here. The focus points and specified content is given in the revision checklists but ask your teacher for more detail.

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

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

Tick the boxes to record which Option and Depth Studies you are studying.

*Don't forget to save this file to keep a record.*



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

#### Key Questions:

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

### Depth Study B: Germany, 1918–45

#### Key Questions:

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

### Depth Study C: Russia, 1905–41

#### Key Questions:

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

### Depth Study D: The USA, 1919–41

#### Key Questions:

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

### Depth Study E: China, c. 1930–c. 1990

#### Key Questions:

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

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

#### Key Questions:

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

### Depth Study G: Israelis and Palestinians since 1945

#### Key Questions:

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

## Section 2: How you will be assessed

You will be assessed using three components:

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

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

Coursework	No coursework
<p><b>You will:</b></p> <p>Complete one assignment <b>during</b> the course (Paper 3 – Coursework).</p> <p>Take <b>two</b> examinations at the <b>end</b> of the course:</p> <ul style="list-style-type: none"> <li>• Paper 1 (Written paper)</li> <li>• Paper 2 (Written paper)</li> </ul>	<p><b>You will:</b></p> <p>Take <b>three</b> examinations at the <b>end</b> of the course:</p> <ul style="list-style-type: none"> <li>• Paper 1 (Written paper)</li> <li>• Paper 2 (Written paper)</li> <li>• Paper 4 (Alternative to Coursework)</li> </ul>

### Components at a glance

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

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

## About the components

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

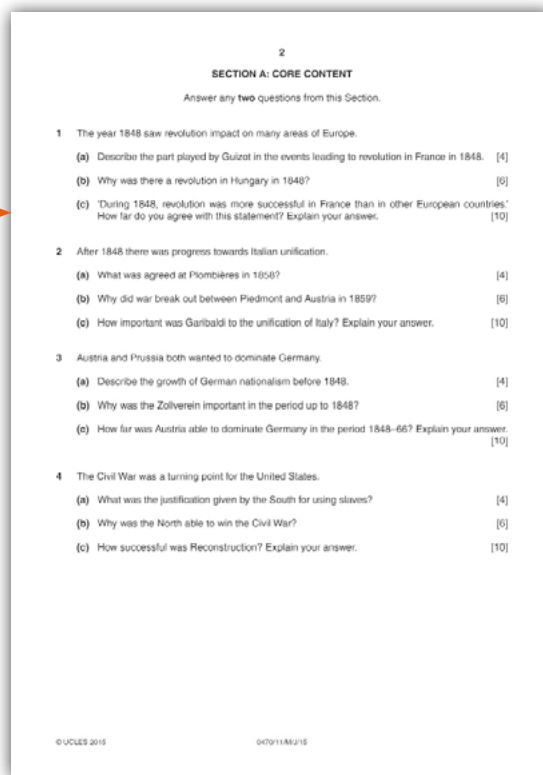
### Paper 1 (Written paper)

This paper tests your knowledge and understanding. You need to answer **three** questions:

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

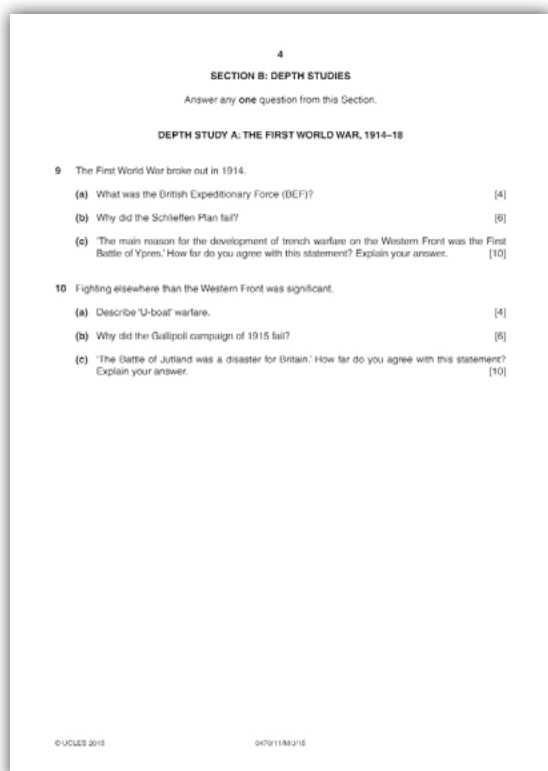
There are four questions to choose from for each Option; **your teacher will tell you which Option you are doing**:

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



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

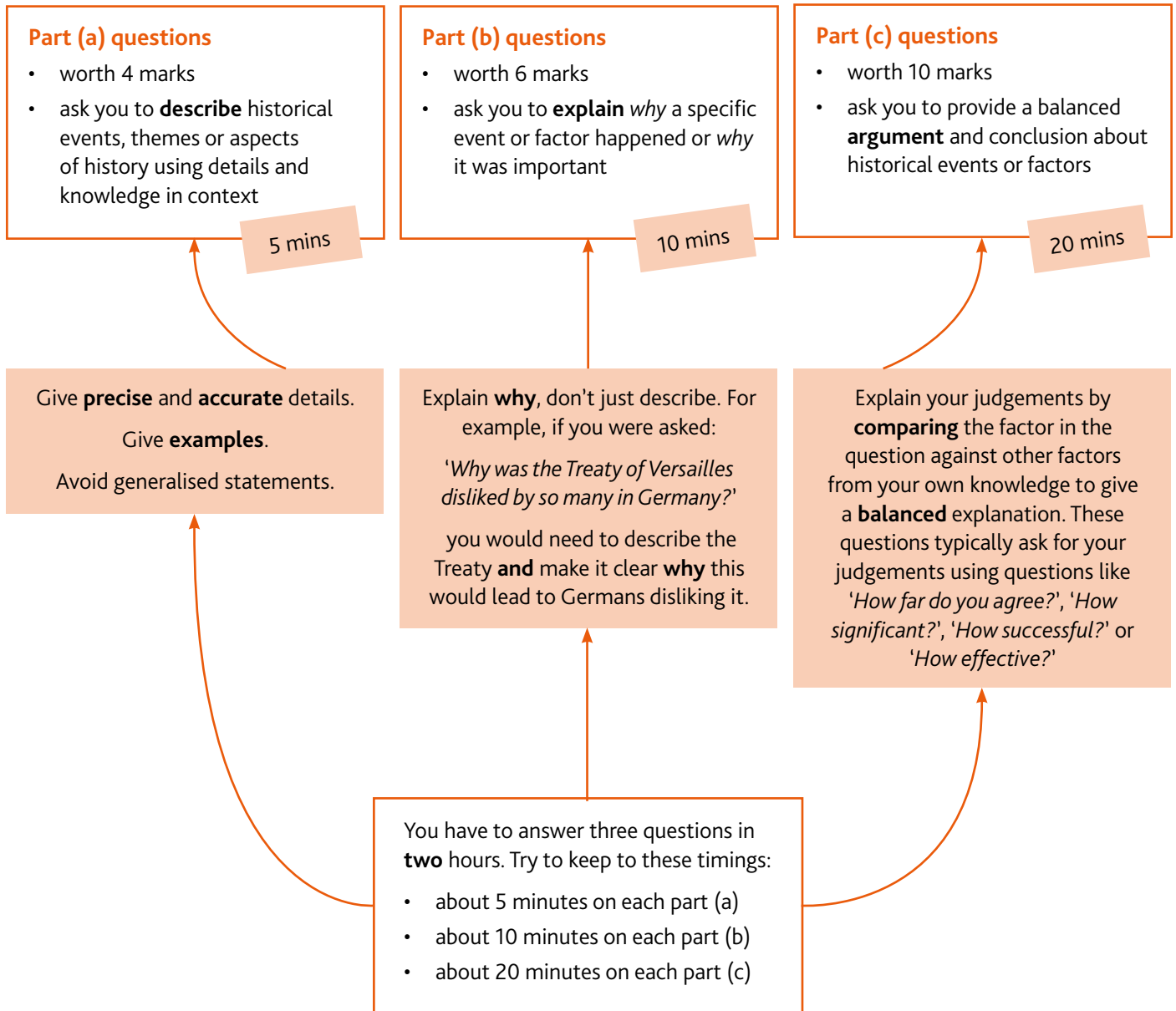
There are two questions for each of the Depth Studies; **your teacher will tell you which Depth Study you are doing**.





## Question types and advice

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



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

## Paper 2 (Written paper)

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

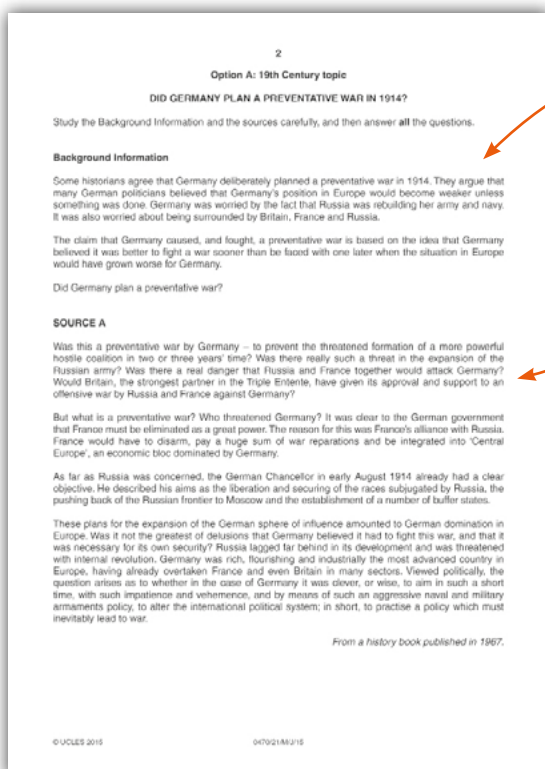
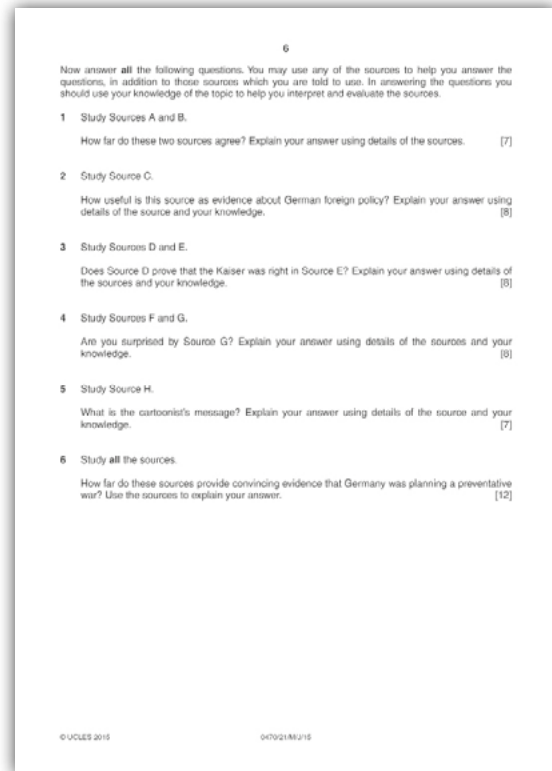
You need to answer all **six** questions on the prescribed topic from the Core Content Option you have studied:

**Option A:** 19th Century topic

**Option B:** 20th Century topic

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

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



Each Option includes background information to set the context.

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

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

## Question types and advice

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

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

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

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

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

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

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

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

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

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

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

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

### SOURCE F

His Majesty's government cannot take responsibility for advising the Chancellor to take any course of action which might expose his country to dangers against which it is unable to guarantee protection.

*The reply of the British government to a request from Schuschnigg for advice, 11 March 1938.*

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

### Paper 3 (Coursework)

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

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

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

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

#### Question types and advice

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

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

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

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

It has to be all your own work. Make sure you reference and acknowledge quotes or copied materials.

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

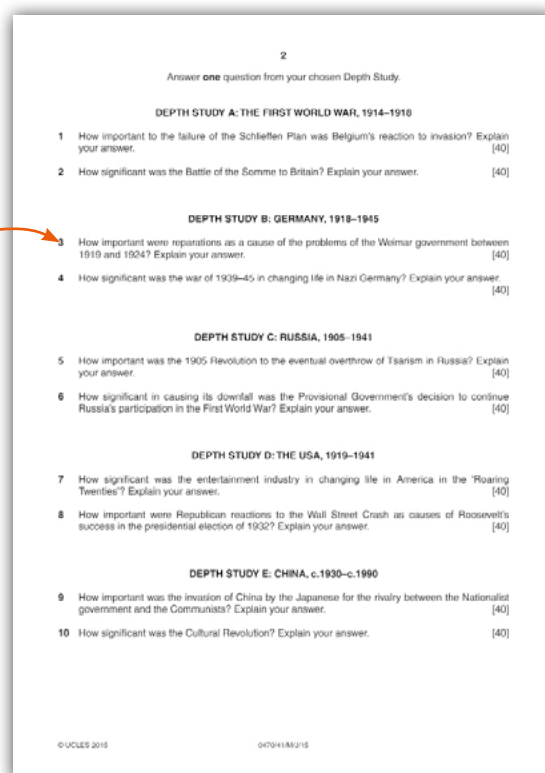
You should develop and support your **own** arguments and judgements.

### Paper 4 (Alternative to Coursework)

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

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

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



## Question types and advice

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

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

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

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

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

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

Support your judgements and conclusions with evidence.

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

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

## Section 3: What skills will be assessed

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

AO1 Demonstrate historical knowledge	AO2 Demonstrate historical explanations	AO3 Demonstrate interpretation and evaluation of sources
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The tables explain what each assessment objective means and what percentage of the whole qualification is assessed using that objective. Your teacher will be able to give you more information about how each of the assessment objectives are tested in each component.

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

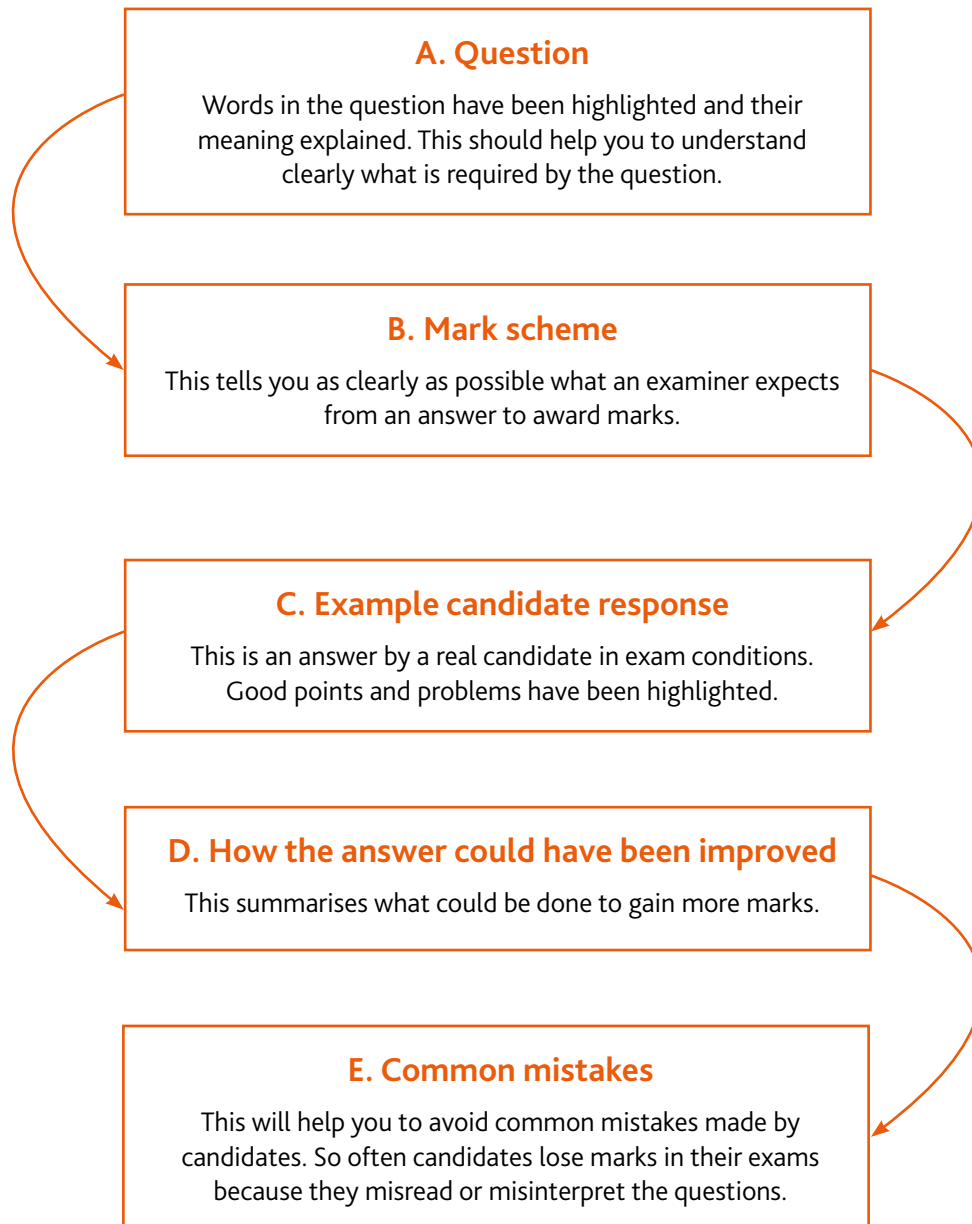
Assessment Objective	What this means	Where
<p>AO3</p> <p>An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.</p>	<p><b>Demonstrating interpretation and evaluation of sources</b></p> <p>You need to show that you can interpret a source. This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

## Section 4: Example candidate response

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

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

This section is structured as follows:







## A. Question

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

8 How important were the Alphabet Agencies? Explain your answer. [40]



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



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

## B. Mark scheme

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

Look at the mark scheme for Question 8 below.

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

Successes:

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

Failures:

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

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

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

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

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

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

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

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

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

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

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

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

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

### **C. Example candidate response and examiner comments**

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

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

**8 How important were the Alphabet Agencies? Explain your answer. [40]**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Mark awarded = 21 out of 40**

**Level 3**

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

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

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

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

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

### C. How the answer could have been improved

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

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

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

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

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

### D. Common mistakes

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

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

### General advice

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

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



## Section 5: Revision

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

### Planning your revision

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

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

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

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

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

#### **For each subject make sure you:**

know how long each examination paper is

know what each examination paper is going to assess

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

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

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

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

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

have short revision sessions and short breaks between each session

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

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

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

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

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

#### **It might help to:**

include a mixture of subjects each day

break up the material in your subjects into manageable chunks.

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

Include doing past paper examinations in your plan.

## Revision planners

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

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

### Overview planner

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

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

### Weekly planner

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

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

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

## General revision advice

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

Make accurate notes during the course.

Look at the revision checklists and be really clear what topics you need to know.

Check that your notes are complete and make sense.

### **If you need to improve your notes, you could:**

- ask your teacher for help, especially if you don't understand some of your notes
- ask a friend if you can copy missed work, but make sure you understand it
- find more information on topics using your teacher, textbook, the library or the internet; your teacher will have a full copy of the syllabus
- use different note-taking methods such as colour-coded notes, tables, spider-diagrams and mind maps; Venn diagrams can be very useful when you need to compare and contrast things.

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

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

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

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

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

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

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

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

### **Test yourself in different ways, for example by:**

- playing 'Teach the topic'
- using Question and answer cards
- answering real exam questions

Buy a good revision guide.

You might also find it helpful to:

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

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

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

## Top tips for revision of Cambridge IGCSE History

### 1. Living timelines

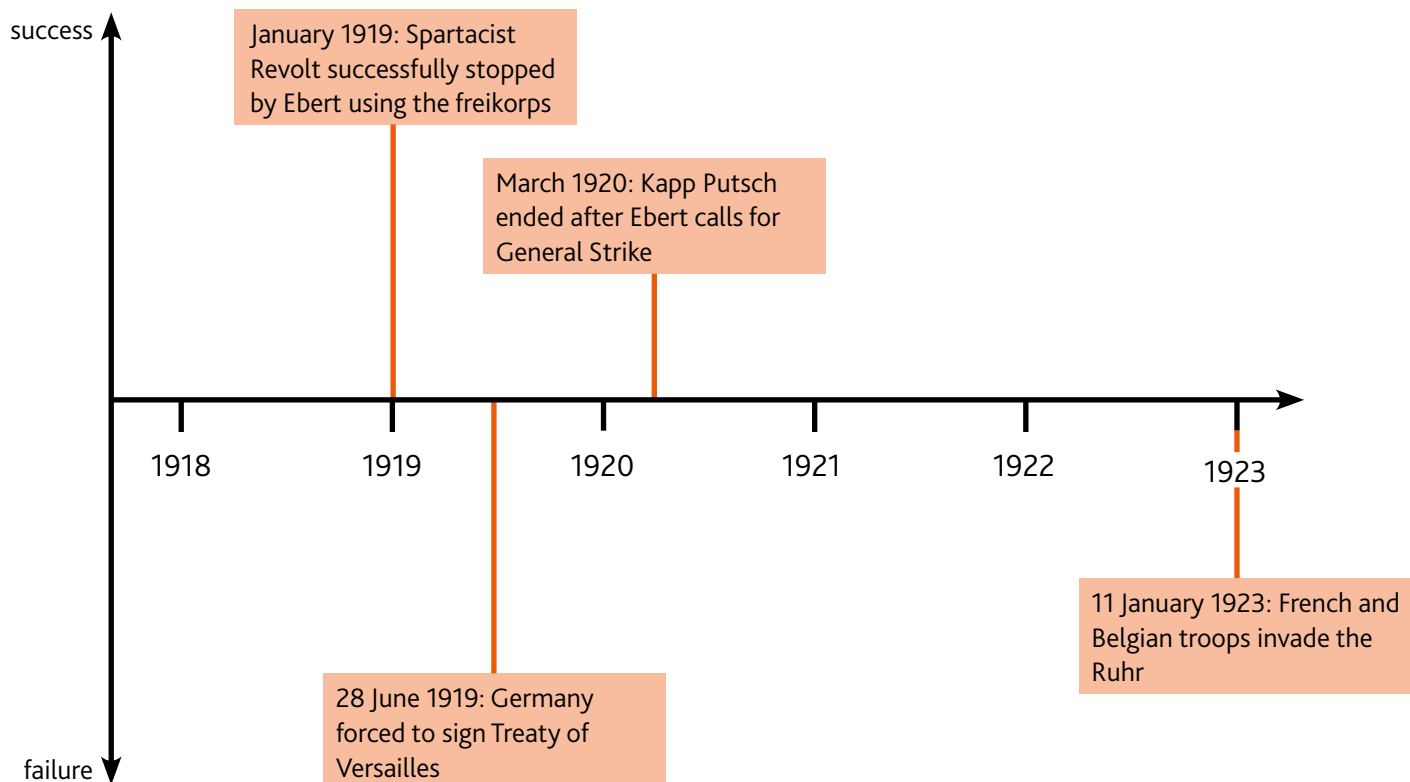
Living timelines are not just normal timelines. They allow you to analyse information, study causes and consequences and get your brain working beyond just putting dates in order.

The basics of a living timeline are as follows:

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

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

### Living timeline of the successes and failures of early Weimar 1918-23



## 2. Mind maps

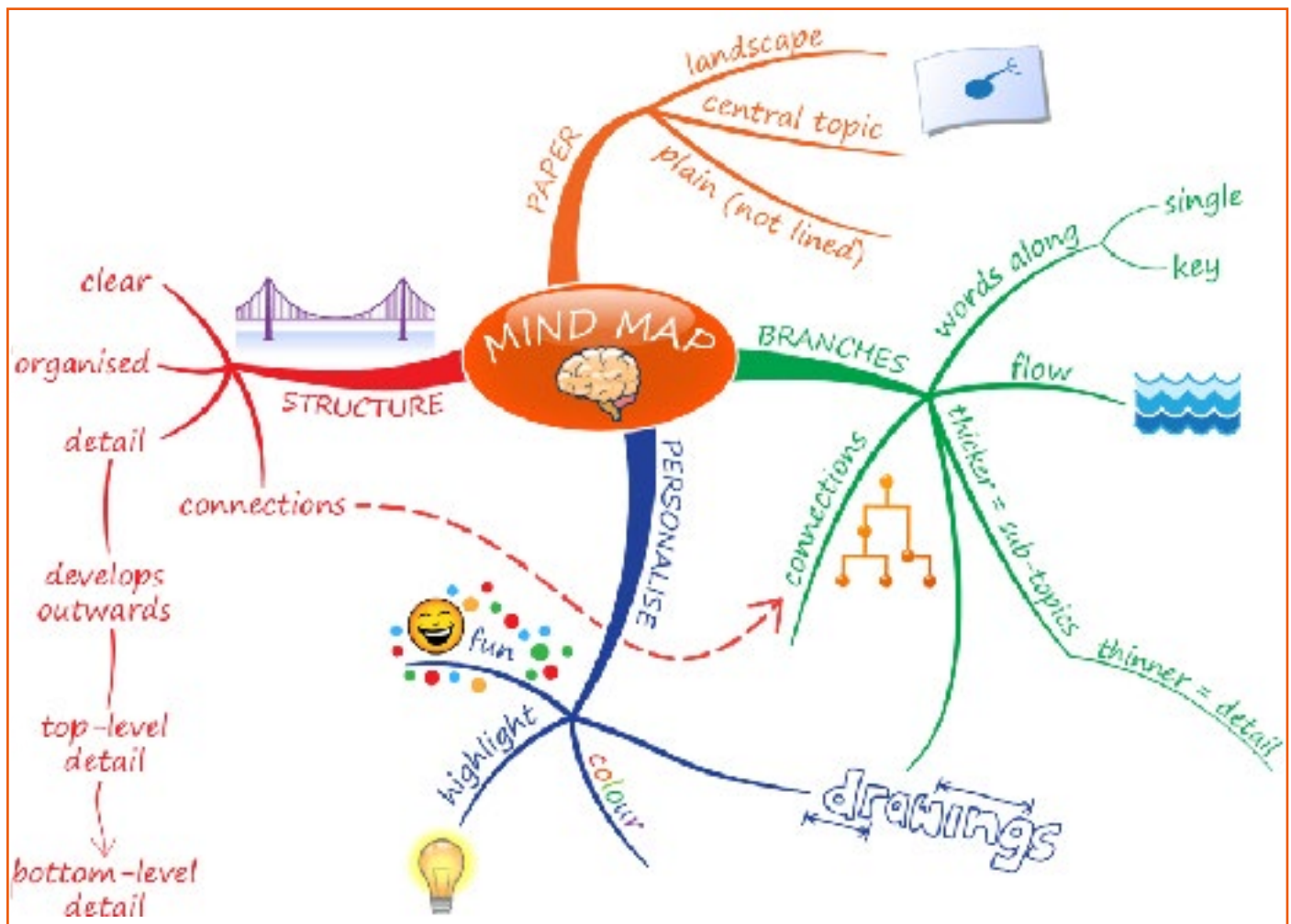
Mind maps are a great way to revise the links between different factors or to explore a larger topic. They can also be used to brainstorm your ideas.

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

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

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

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



### 3. Teach the topic

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

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

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

### 4. Question and answer (Q&A) cards

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

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

### 5. Question paper and mark schemes

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

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

You can find plenty of past exam papers and mark schemes on the Cambridge International public website:

[www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-history-0470/past-papers/](http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-history-0470/past-papers/)

### Other useful revision advice for Cambridge IGCSE History

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

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

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

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

### Mixed approach revision timetable

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

This example shows only a small sample of the content.

**Column 1** – contains the topic focus or Key Question

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

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

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

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

Topic/Key Question	Time needed	Past paper	RAG	Notes
<b>The 20th century: International Relations since 1919</b> <b>Core B1</b> Were the peace treaties of 1919–23 fair? <ul style="list-style-type: none"> <li>• The peace treaties of 1919–23:               <ul style="list-style-type: none"> <li>– the roles of individuals such as Wilson, Clemenceau and Lloyd George in the peacemaking process</li> </ul> </li> </ul>	4 hours			



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

## Revision checklists for Cambridge IGCSE History

The tables below can be used as a revision checklist: **It doesn't contain all the detailed knowledge you need to know, just an overview.** For more detail see the syllabus and talk to your teacher.

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

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

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

You can use the 'Comments' column to:

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

**Click on the relevant link below to go directly to the appropriate checklist:**

### Core Content

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

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

### Depth Study

**A: The First World War, 1914–18**

**B: Germany, 1918–45**

**C: Russia, 1905–41**

**D: The USA, 1919–41**

**E: China, c.1930–c.1990**

**F: South Africa, c.1940–c.1994**

**G: Israelis and Palestinians since 1945**

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

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<b>Core A1</b> Were the Revolutions of 1848 important?	<ul style="list-style-type: none"> <li>Why were there so many revolutions in 1848?</li> <li>Did the revolutions have anything in common?</li> <li>Why did most of the revolutions fail?</li> <li>Did the revolutions change anything?</li> </ul>	<p>The nature of revolutions in 1848, and the influence of liberalism and nationalism</p> <p>Causes and events of revolutions in France, Italy, Germany and the Austrian Empire</p> <p>Reasons for the failure of the revolutions</p>				
<b>Core A2</b> How was Italy unified?	<ul style="list-style-type: none"> <li>Why was Italy not unified in 1848–49?</li> <li>How important was Garibaldi's contribution to unifying Italy?</li> <li>Did Cavour help or hinder the unification of Italy?</li> <li>How important for other European countries were moves towards Italian unification?</li> </ul>	<p>Austrian influence over Italy</p> <p>Italian nationalism and the role of Mazzini</p> <p>Events of 1848–49</p> <p>Victor Emmanuel II and Cavour: Plombières, war with Austria in 1859</p> <p>Garibaldi and the invasion of Sicily and Naples</p> <p>The creation of the Kingdom of Italy, completion of unification by 1870</p>				

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

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

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

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

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

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

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

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

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

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<b>Core B1</b> Were the peace treaties of 1919–23 fair?	<ul style="list-style-type: none"> <li>• What were the motives and aims of the Big Three at Versailles?</li> <li>• Why did all the victors not get everything they wanted?</li> <li>• What was the impact of the peace treaty on Germany up to 1923?</li> <li>• Could the treaties be justified at the time?</li> </ul>	The peace treaties of 1919–23: <ul style="list-style-type: none"> <li>• the roles of individuals such as Wilson, Clemenceau and Lloyd George in the peacemaking process</li> <li>• the impact of the treaties on the defeated countries</li> <li>• contemporary opinions about the treaties</li> </ul>				
<b>Core B2</b> To what extent was the League of Nations a success?	<ul style="list-style-type: none"> <li>• How successful was the League in the 1920s?</li> <li>• How far did weaknesses in the League's organisation make failure inevitable?</li> <li>• How far did the Depression make the work of the League more difficult?</li> <li>• How successful was the League in the 1930s?</li> </ul>	The League of Nations: <ul style="list-style-type: none"> <li>• strengths and weaknesses in its structure and organisation: work of the League's agencies/humanitarian work</li> <li>• successes and failures in peacekeeping during the 1920s</li> <li>• the impact of the World Depression on the work of the League after 1929</li> <li>• the failures of the League in the 1930s, including Manchuria and Abyssinia</li> </ul>				

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

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



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

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

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

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

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

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

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

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

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

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<b>Depth A1</b> Why was the war not over by December 1914?	<ul style="list-style-type: none"> <li>How was the Schlieffen Plan intended to work?</li> <li>How important was Belgium's reaction to the Schlieffen Plan?</li> <li>How successful was the British Expeditionary Force (BEF)?</li> <li>Why did both sides introduce trenches?</li> </ul>	The Schlieffen Plan in operation  The Battles of Mons, the Marne and Ypres: <ul style="list-style-type: none"> <li>the reaction to the 'stalemate'</li> <li>the nature and problems of trench warfare</li> </ul>				
<b>Depth A2</b> Why was there stalemate on the Western Front?	<ul style="list-style-type: none"> <li>Why did the war become bogged down in the trenches?</li> <li>What was living and fighting in the trenches like?</li> <li>How important were new developments such as tanks, machine guns, aircraft and gas?</li> <li>What was the significance of the battles of Verdun and the Somme?</li> </ul>	The main battles of the war including the Somme and Verdun: <ul style="list-style-type: none"> <li>the leaderships and tactics of Haig at the Battle of the Somme</li> <li>the nature and problems of trench warfare</li> <li>the use and impact of new methods of warfare</li> </ul>				

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

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<b>Depth A3</b> How important were other fronts?	<ul style="list-style-type: none"> <li>Who won the war at sea?</li> <li>Why did the Gallipoli campaign of 1915 fail?</li> <li>Why did Russia leave the war in 1918?</li> <li>What was the impact of war on civilian populations?</li> </ul>	The war at sea: <ul style="list-style-type: none"> <li>the Battle of Jutland and its consequences</li> <li>the use of convoys and submarines and the U-boat campaign</li> </ul> The reasons for, and results of, the Gallipoli campaign  The impact of war on civilian populations  Events on the Eastern Front and the defeat of Russia				
<b>Depth A4</b> Why did Germany ask for an armistice in 1918?	<ul style="list-style-type: none"> <li>What was the importance of America's entry into the war?</li> <li>Why was the German offensive of 1918 unsuccessful?</li> <li>Why did revolution break out in Germany in October 1918?</li> <li>Why was the armistice signed?</li> </ul>	The German offensive and the Allied advance: <ul style="list-style-type: none"> <li>the impact of American entry into the war</li> </ul> Conditions in Germany towards the end of the war: <ul style="list-style-type: none"> <li>the Keil Mutiny and German Revolution</li> <li>the abdication of the Kaiser</li> </ul> The armistice				

## Depth Study B: Germany, 1918–1945

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<b>Depth B1</b> Was the Weimar Republic doomed from the start?	<ul style="list-style-type: none"> <li>How did Germany emerge from defeat at the end of the First World War?</li> <li>What was the impact of the Treaty of Versailles on the Republic?</li> <li>To what extent did the Republic recover after 1923?</li> <li>What were the achievements of the Weimar period?</li> </ul>	The Revolution of 1918 and the establishment of the Republic  The Versailles Settlement and German reactions to it  The Weimar Constitution, the main political divisions, the role of the army  Political disorder, 1919–23: <ul style="list-style-type: none"> <li>economic crises and hyper-inflation</li> <li>the occupation of the Ruhr</li> </ul> The Stresemann era  Cultural achievements of the Weimar period				
<b>Depth B2</b> Why was Hitler able to dominate Germany by 1934?	<ul style="list-style-type: none"> <li>What did the Nazi Party stand for in the 1920s?</li> <li>What did the Nazis have little success before 1930?</li> <li>Why was Hitler able to become Chancellor by 1933?</li> <li>How did Hitler consolidate his power in 1933–34?</li> </ul>	The early years of the Nazi Party: <ul style="list-style-type: none"> <li>Nazi ideas and methods</li> <li>the Munich Putsch</li> <li>the roles of Hitler and other Nazi leaders</li> </ul> The impact of the Depression on Germany: <ul style="list-style-type: none"> <li>political, economic and social crisis of 1930–33</li> <li>reasons for the Nazis' rise to power</li> <li>Hitler takes power</li> <li>the Reichstag Fire and the election of 1933</li> </ul>				

## Depth Study B: Germany, 1918–1945

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<b>Depth B3</b> The Nazi regime (a) How effectively did the Nazis control Germany, 1933–45?	<ul style="list-style-type: none"> <li>How much opposition was there to the Nazi regime?</li> <li>How effectively did the Nazis deal with their political opponents?</li> <li>How did the Nazis use culture and mass media to control the people?</li> <li>Why did the Nazis persecute many groups in German society?</li> <li>Was Nazi Germany a totalitarian state?</li> </ul>	Nazi rule in Germany: <ul style="list-style-type: none"> <li>the Enabling Act</li> <li>the Night of the Long Knives</li> <li>the death of Hindenburg</li> <li>the removal of opposition</li> <li>methods of control and repression</li> <li>use of culture and the mass media</li> </ul> Economic policy including re-armament				
<b>Depth B3</b> The Nazi regime (b) What was it like to live in Nazi Germany?	<ul style="list-style-type: none"> <li>How did young people react to the Nazi regime?</li> <li>How successful were Nazi policies towards women and the family?</li> <li>Did most people in Germany benefit from Nazi rule?</li> <li>How did the coming of war change life in Nazi Germany?</li> </ul>	Different experiences of Nazi rule: <ul style="list-style-type: none"> <li>women and young people</li> <li>anti-Semitism</li> <li>persecution of minorities</li> <li>opposition to Nazi rule</li> </ul> Impact of the Second World War on Germany: <ul style="list-style-type: none"> <li>the conversion to war economy</li> <li>the Final Solution</li> </ul>				



## Depth Study C: Russia, 1905–41

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<b>Depth C1</b> Why did the Tsarist regime collapse in 1917?	<ul style="list-style-type: none"> <li>How well did the Tsarist regime deal with the difficulties of ruling Russia up to 1914?</li> <li>How did the Tsar survive the 1905 Revolution?</li> <li>How far was the Tsar weakened by the First World War?</li> <li>Why was the revolution of March 1917 successful?</li> </ul>	The main features of Tsarist rule and Russian society before the First World War: <ul style="list-style-type: none"> <li>the 1905 Revolution and its aftermath</li> <li>attempts at reform</li> </ul> The First World War and its impact on the Russian people The March Revolution of 1917				
<b>Depth C2</b> How did the Bolsheviks gain power, and how did they consolidate their rule?	<ul style="list-style-type: none"> <li>How effectively did the Provisional Government rule Russia in 1917?</li> <li>Why were the Bolsheviks able to seize power in November 1917?</li> <li>Why did the Bolsheviks win the Civil War?</li> <li>How far was the New Economic Policy a success?</li> </ul>	The Provisional Government and the Soviets, the growing power of revolutionary groups Reasons for the failure of the Provisional Government The Bolshevik seizure of power, the role of Lenin The main features of Bolshevik rule, the Civil War and War Communism, and reasons for the Bolshevik victory The Kronstadt Rising and the establishment of the New Economic Policy				

## Depth Study C: Russia, 1905–41

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<b>Depth C3</b> How did Stalin gain and hold on to power?	<ul style="list-style-type: none"> <li>Why did Stalin, and not Trotsky, emerge as Lenin's successor?</li> <li>Why did Stalin launch the Purges?</li> <li>What methods did Stalin use to control the Soviet Union?</li> <li>How complete was Stalin's control over the Soviet Union by 1941?</li> </ul>	Lenin's death and the struggle for power  Reasons for Stalin's emergence as leader by 1928  Stalin's dictatorship: <ul style="list-style-type: none"> <li>use of terror</li> <li>the Purges</li> <li>propaganda and official culture</li> </ul>				
<b>Depth C4</b> What was the impact of Stalin's economic policies?	<ul style="list-style-type: none"> <li>Why did Stalin introduce the Five-Year Plans?</li> <li>Why did Stalin introduce collectivisation?</li> <li>How successful were Stalin's economic changes?</li> <li>How were the Soviet people affected by these changes?</li> </ul>	Stalin's economic policies and their impact: <ul style="list-style-type: none"> <li>the modernisation of Soviet industry</li> <li>the Five-Year Plans</li> <li>collectivisation in agriculture</li> </ul> Life in the Soviet Union: <ul style="list-style-type: none"> <li>the differing experiences of social groups</li> <li>ethnic minorities and women</li> </ul>				

## Depth Study D: The USA, 1919–41

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<b>Depth D1</b> How far did the US economy boom in the 1920s?	<ul style="list-style-type: none"> <li>On what factors was the economic boom based?</li> <li>Why did some industries prosper while others did not?</li> <li>Why did agriculture not share in the prosperity?</li> <li>Did all Americans benefit from the boom?</li> </ul>	The expansion of the US economy during the 1920s: <ul style="list-style-type: none"> <li>mass production in industries for cars and consumer durables</li> <li>the fortunes of older industries</li> <li>the development of credit and hire purchase</li> <li>the decline of agriculture</li> </ul> Weaknesses in the economy by the late 1920s				
<b>Depth D2</b> How far did US society change in the 1920s?	<ul style="list-style-type: none"> <li>What were the 'Roaring Twenties'?</li> <li>How widespread was intolerance in US society?</li> <li>Why was Prohibition introduced, and then later repealed?</li> <li>How far did the roles of women change during the 1920s?</li> </ul>	Society in the 1920s: <ul style="list-style-type: none"> <li>the 'Roaring Twenties'</li> <li>film and other media</li> <li>Prohibition and gangsterism</li> <li>restrictions on immigration, the 'Red Scare' religious intolerance</li> <li>discrimination against black Americans</li> <li>the Ku Klux Klan</li> <li>the changing roles of women</li> </ul>				

## Depth Study D: The USA, 1919–41

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<b>Depth D3</b> What were the causes and consequences of the Wall Street Crash?	<ul style="list-style-type: none"> <li>How far was speculation responsible for the Wall Street Crash?</li> <li>What impact did the crash have on the economy?</li> <li>What were the social consequences of the crash?</li> <li>Why did Roosevelt win the election of 1932?</li> </ul>	<p>The Wall Street Crash and its financial, economic and social effects</p> <p>The reaction of President Hoover to the crash</p> <p>The presidential election of 1932; Hoover's and Roosevelt's programmes</p>				
<b>Depth D4</b> How successful was the New Deal?	<ul style="list-style-type: none"> <li>What was the New Deal as introduced in 1933?</li> <li>How far did the character of the New Deal change after 1933?</li> <li>Why did the New Deal encounter opposition?</li> <li>Why did unemployment persist despite the New Deal?</li> <li>Did the fact that the New Deal did not solve unemployment mean that it was a failure?</li> </ul>	<p>Roosevelt's inauguration and the 'Hundred Days'</p> <p>The New Deal legislation, the 'alphabet agencies' and their work, and the economic and social changes they caused</p> <p>Opposition to the New Deal:</p> <ul style="list-style-type: none"> <li>the Republicans</li> <li>the rich</li> <li>business interests</li> <li>the Supreme Court</li> <li>radical critics like Huey Long</li> </ul> <p>The strengths and weaknesses of the New Deal programme in dealing with unemployment and the Depression</p>				

## Depth Study E: China, c.1930–1990

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

## Depth Study E: China, c.1930–1990

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

## Depth Study E: China, c.1930–1990

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<p><b>Depth E3</b></p> <p>What was the impact of Communist rule on China's relations with other countries?</p>	<ul style="list-style-type: none"> <li>• What have been China's changing relationships with neighbouring states?</li> <li>• Why did China try to improve relations with the USA after 1970?</li> <li>• How far was China established as a superpower by the time of Mao's death?</li> <li>• How far have China's relations with other powers improved since Mao's death?</li> </ul>	<p>Chinese foreign policy:</p> <ul style="list-style-type: none"> <li>• changing relations with the USSR</li> <li>• relations with other neighbouring countries, Tibet, India, Vietnam, Taiwan</li> </ul> <p>Closer relations with the USA from 1970</p> <p>Hong Kong</p> <p>Impact of China's relations with the rest of the world on its economic liberalisation since Mao's death</p>				
<p><b>Depth E4</b></p> <p>Has Communism produced a cruel dictatorship in China?</p>	<ul style="list-style-type: none"> <li>• Why did Mao launch the Cultural Revolution?</li> <li>• What was the impact of the Cultural Revolution in China?</li> <li>• How was the power struggle after the death of Mao resolved?</li> <li>• How far did economic development of the 1980s produce social and political change?</li> </ul>	<p>The Communist Party dictatorship:</p> <ul style="list-style-type: none"> <li>• repression of political opposition</li> <li>• the Hundred Flowers campaign</li> <li>• treatment of minority groups</li> <li>• the Cultural Revolution</li> <li>• the role and status of Mao</li> <li>• the power struggle after Mao's death and the re-emergence of Deng</li> <li>• the social and political consequences of economic change in the 1980s and 1990s</li> </ul>				

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

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



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

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

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

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<b>Depth F3</b> To what extent did South Africa change between 1966 and 1980?	<ul style="list-style-type: none"> <li>How significant were the policies of the National governments from 1966 to 1980?</li> <li>To what extent did black opposition change in this period?</li> <li>How far did economic factors improve lives by 1980?</li> <li>What was the impact of external opposition to apartheid?</li> </ul>	Changes in methods of suppression and effects from 1966  Divisions in ANC and PAC in exile; significance of Black Consciousness  Differing effects of economic developments  Organisation for African Unity and bases; UN sanctions; government response				
<b>Depth F4</b> Why did white minority rule come to an end?	<ul style="list-style-type: none"> <li>What were the effects of the policies of P W Botha?</li> <li>What was the significance of individual leaders in the collapse of apartheid?</li> <li>Why did violence increase between 1980 and the early 1990s?</li> <li>To what extent was there a smooth transition of power between 1989 and 1994?</li> </ul>	'Total strategy' and reforms; social and political effects  The role and motives of: <ul style="list-style-type: none"> <li>President de Klerk</li> <li>ANC leaders</li> <li>Desmond Tutu</li> <li>Chief Buthelezi</li> </ul> School boycotts and township unrest  White extremism  Economic and international factors Power-sharing aims and responses  1994 general election				

## Depth Study G: Israelis and Palestinians since 1945

Key Question	Focus points	What key knowledge you need to know	R	A	G	Comments/key dates, events and characters
<b>Depth G1</b> How was the Jewish state of Israel established?	<ul style="list-style-type: none"> <li>• What was the significance for Palestine of the end of the Second World War?</li> <li>• What were the causes of conflict between Jews and Arabs in Palestine?</li> <li>• Why did the Arabs reject UNO plans to partition Palestine?</li> <li>• Why was Israel able to win the war of 1948–49?</li> </ul>	The Arab and Jewish peoples of Palestine: <ul style="list-style-type: none"> <li>• different cultures, races, languages</li> </ul> The aftermath of the Second World War: <ul style="list-style-type: none"> <li>• Jewish immigration</li> <li>• Jewish nationalism and the ending of the British mandate</li> <li>• the declaration of the state of Israel and the war of 1948–49</li> </ul>				
<b>Depth G2</b> How was Israel able to survive despite the hostility of its Arab neighbours?	<ul style="list-style-type: none"> <li>• Why was Israel able to win the wars of 1956, 1967 and 1973?</li> <li>• How significant was superpower involvement in Arab-Israeli conflicts?</li> <li>• How important was oil in changing the nature of the Arab-Israeli conflict?</li> <li>• By the 1990s, how far had problems which existed between Israel and her neighbours been resolved?</li> </ul>	Israel and its Arab neighbours: <ul style="list-style-type: none"> <li>• the Suez War (1956)</li> <li>• the Six-Day War (1967)</li> <li>• the Yom Kippur War (1973) and Israeli incursions into Lebanon</li> <li>• the oil weapon: changes in USA and Western thinking</li> </ul>				

## Depth Study G: Israelis and Palestinians since 1945

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

## Depth Study G: Israelis and Palestinians since 1945

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

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