

# Syllabus

Cambridge O Level History (World Affairs, 1917–1991)

Syllabus code 2158

For examination in June and November 2013



UNIVERSITY *of* CAMBRIDGE  
International Examinations



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# 1. Introduction

## 1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

### Developed for an international audience

International O Levels have been designed specially for an international audience and are sensitive to the needs of different countries. These qualifications are designed for students whose first language may not be English and this is acknowledged throughout the examination process. The curriculum also allows teaching to be placed in a localised context, making it relevant in varying regions.

### Recognition

Cambridge O Levels are internationally recognised by schools, universities and employers as equivalent to UK GCSE. They are excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. CIE is accredited by the UK Government regulator, the Office of the Qualifications and Examinations Regulator (Ofqual). Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition).

### Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers).

### Excellence in education

Cambridge qualifications develop successful students. They build not only understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

### Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

# 1. Introduction

## 1.2 Why choose Cambridge O Level History (World Affairs, 1917–1991)?

By developing an interest in the past, the Cambridge O Level History syllabus improves candidates' knowledge and understanding of human activities in the past, linking them with the present. This provides a basis for further study and encouraging a life-long interest in the subject. Candidates build both their historical knowledge and their skills in using historical concepts and explanatory tools.

## 1.3 How can I find out more?

### If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. your regional representative, the British Council or CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

### If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email either your local British Council representative or CIE at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

# 2. Assessment at a glance

## Cambridge O Level History (World Affairs, 1917–1991) Syllabus code 2158

All candidates take Paper 1 only.

### Paper 1 (2½ hours)

#### **Section A: International relations and developments**

#### **Section B: Western Europe**

#### **Section C: The Americas**

#### **Section D: The Soviet Union and Eastern Europe**

#### **Section E: Africa and the Middle East**

#### **Section F: Asia**

There will be five questions in each of Sections A–F.

Candidates will be required to answer **five** questions (20 marks each):

- at least one question in Section A
- four questions taken from at least two other sections.

Each question will be structured into two parts:

- description or narrative – 14 marks
- analysis or interpretation – 6 marks

Candidates will not be expected to present material on events after 1991.

Weighting: 100% of total marks

# 2. Assessment at a glance

## Availability

This syllabus is examined in the May/June examination session and the October/November examination session.

It is available worldwide.

This syllabus is available to private candidates.

International O levels are available to Centres in Administrative Zones 3, 4 and 5. Centres in Administrative Zones 1, 2 or 6 wishing to enter candidates for International O Level examinations should contact CIE Customer Services.

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

- syllabuses with the same title at the same level
- 0470 IGCSE History
- 2160 O Level History (for candidates in Central and Southern Africa)
- 2162 O Level History (for candidates in Mauritius)
- 2173 O Level History (Singapore)

Please note that IGCSE, Cambridge International Level 1/Level 2 Certificates and O Level syllabuses are at the same level.

# 3. Syllabus aims and objectives

## 3.1 Aims

The aims of the syllabus are the same for all candidates. They are not listed in order of priority.

The aims are:

- To stimulate interest in and enthusiasm for the study of the past.
- To promote the acquisition of knowledge and understanding of human activity in the past, linking it, as appropriate, with the present.
- To help pupils towards an understanding of the development over time of social and cultural values.
- To promote the understanding of basic historical concepts, such as cause and consequence, continuity and change.
- To encourage the development of literacy and essential study skills.
- To provide a sound basis for further study and the pursuit of personal interest.

## 3.2 Assessment objectives

The assessment objectives of the examination are to test candidates' proficiency in the following skills:

1. The recall of relevant factual knowledge.
2. The deployment of knowledge in a relevant and coherent manner.
3. The understanding of basic historical concepts such as cause and consequence, continuity and change.
4. The ability to use factual knowledge and concepts to demonstrate an understanding of a historical period, by analysing or explaining particular questions.

These objectives are closely interrelated and no attempt is made to allocate precise mark weightings to each. However, higher grades will not be awarded on the basis of objective 1 alone.

# 4. Curriculum content

## Section A: International relations and developments

- The 1919-20 peace settlement; international relations in the 1920s.
- The structure and work of the League of Nations.
- The causes, course and consequences of the Second World War.
- The structure and work of the United Nations Organisation.
- The development of the Cold War; coexistence and détente.
- Military conflict in Korea and Vietnam.

## Section B: Western Europe

- The internal history and foreign relations of Italy and Germany between the wars.
- Salient features in the internal history and foreign relations of Britain during the twentieth century.
- The causes and course of the Spanish Civil War.
- The Second World War in Western Europe and the Mediterranean.
- The internal history and foreign relations of France and Germany since the Second World War.
- The development of closer economic and political union in Western Europe since the Second World War.

## Section C: The Americas

- Issues in US foreign relations from 1917 to 1945.
- Economic, social and political developments within the United States during the 1920s.
- The nature and impact within the United States of the Great Crash and of the New Deal.
- Domestic and foreign policy issues under US presidents since the Second World War.
- Social and political issues within the United States since the Second World War, e.g. McCarthyism, race relations, rights of women and students, and Watergate.
- Salient features in the internal history and foreign relations during the twentieth century of Argentina, Brazil, Chile and Cuba.

# 4. Curriculum content

## Section D: The Soviet Union and Eastern Europe

- Events within Russia in 1917; the Russian Civil War; the government of Lenin.
- The rise to power of Stalin; the nature of his economic and totalitarian control within the Soviet Union.
- Issues in Soviet foreign relations from 1917 to 1941.
- The Second World War in the Soviet Union and Eastern Europe.
- The establishment of a Soviet presence in Eastern Europe; challenges to it in Yugoslavia, Poland, Hungary and Czechoslovakia; its eventual collapse.
- The internal history and foreign relations of the Soviet Union under Khrushchev, Brezhnev and Gorbachev.

## Section E: Africa and the Middle East

- Consequences of the First World War for the Ottoman Empire; the rule of Kemal Ataturk.
- The British mandate of Palestine; the creation of Israel; Arab-Israeli relations from 1948.
- The internal history and foreign relations of Egypt since the Second World War; the Suez crisis and its international dimension.
- The causes, course and consequences of civil war in the former Belgian Congo and in Nigeria.
- Independence and the later internal history of salient British and French colonies in Africa.
- South Africa and the apartheid system; international implications and eventual abandonment of apartheid.

## Section F: Asia

- Conflict and developments within China to 1949.
- Economic, social and political issues within China from 1949; foreign relations in these years.
- The expansion, defeat and occupation of Japan; its economic and political recovery.
- The Indian sub-continent under British rule; independence and partition; the internal history and foreign relations of India and Pakistan since independence.
- Malaya and the Dutch East Indies; independence as Malaysia and Indonesia; domestic and foreign issues since independence.

# 5. Additional information

## 5.1 Guided learning hours

O Level syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

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

## 5.2 Recommended prior learning

We recommend that candidates who are beginning this course should have previously studied some History or another Humanities subject.

## 5.3 Progression

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

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

## 5.4 Component codes

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

## 5.5 Grading and reporting

Ordinary Level (O Level) results are shown by one of the grades A\*, A, B, C, D or E indicating the standard achieved, Grade A\* being the highest and Grade E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade E. 'Ungraded' will be reported on the statement of results but not on the certificate.

# 5. Additional information

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade A\* obtains a percentage uniform mark of 90%.
  - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
  - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
  - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
  - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
  - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

## 5.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at [www.cie.org.uk](http://www.cie.org.uk). Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at <http://teachers.cie.org.uk>. This website is available to teachers at registered CIE Centres.

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