



UNIVERSITY *of* CAMBRIDGE  
International Examinations

Cambridge  
**O Level**

# SYLLABUS

**Cambridge O Level**  
**History (World Affairs, 1917–1991)**  
**2158**

For examination in June and November 2014

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# 1. Introduction

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## 1.1 Why choose Cambridge?

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

### Developed for an international audience

Cambridge O Levels have been designed 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 Cambridge O Level syllabus also allows teaching to be placed in a localised context, making it relevant in varying regions.

### Recognition

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

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98% of Cambridge schools say they would recommend us to other schools.

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

Cambridge programmes and qualifications help Cambridge learners to become:

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

### Support in the classroom

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

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

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

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

## 1.2 Why choose Cambridge O Level?

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

Schools worldwide have helped develop Cambridge O Levels, which provide an excellent preparation for Cambridge International AS and A Levels.

Cambridge O Level incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

## 1.3 Why choose Cambridge 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.

## 1.4 How can I find out more?

### If you are already a Cambridge school

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

### If you are not yet a Cambridge school

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

## 2. Assessment at a glance

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

### Availability

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

It is available worldwide.

This syllabus is available to private candidates.

Cambridge 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 Cambridge O Level examinations should contact Cambridge Customer Services.

## Combining this with other syllabuses

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

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

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

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## 3. Syllabus aims and objectives

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### 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.

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## 4. Curriculum content

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### 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.

### 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.

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## 5. Additional information

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### 5.1 Guided learning hours

Cambridge 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

Cambridge 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 Cambridge O Level History are well prepared to follow courses leading to Cambridge International 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

Cambridge 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.

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 percentage uniform 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 series to another and from one subject to another) and it has been turned into a percentage.

## 5.6 Access

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

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

## 5.7 Support and resources

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

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

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

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