

# SYLLABUS

Cambridge O Level  
History (Modern World Affairs)

**2134**

For examination in June and November 2015

## Changes to syllabus for 2015

### **This syllabus replaces 2158 O Level History (World Affairs 1917–1991).**

The main revisions in the new syllabus are outlined below:

- There is a new focus on developing analytical and source-based skills.
- The assessment includes a new source-based paper (Component 2).
- The assessment objectives have been revised and now include information on weightings.
- The duration of Component 1 has been reduced and candidates answer four rather than five questions.
- In Component 1, the two-part question structure (first part testing descriptive/narrative skills and the second part testing analytical skills) has been retained, but the parts are clearly named part (a) and part (b). Part (a) and part (b) questions have equal marks. This means that the number of marks for part (a) questions is lower than previously while the number of marks for part (b) questions is higher than previously, to reflect the higher level analytical skills required.
- The curriculum content has been updated and refreshed and now includes study of the recent past.
- Individual content sections are specified in detail to indicate to centres the topics to cover within sections.

**You are advised to read the whole of the syllabus before planning your teaching programme.**

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# 1. Introduction

## 1.1 Why choose Cambridge?

### Recognition

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

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE® (International General Certificate of Secondary Education). Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

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

### Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

### Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

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

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at [www.cie.org.uk/ISO9001](http://www.cie.org.uk/ISO9001)

## 1.2 Why choose Cambridge O Level?

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.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge O Levels, we provide the tools to enable teachers to prepare students to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge O Levels are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge O Levels at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

## 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, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

## 1.3 Why choose Cambridge O Level History (Modern World Affairs)?

Cambridge O Level History (Modern World Affairs) develops learners' interest in and enthusiasm for modern history. This syllabus offers learners the opportunity to study major international issues in the modern world, as well as looking in greater depth at the history of particular regions. Exploration of historical concepts such as cause and consequence, continuity and change and similarity and difference throughout this syllabus enables learners to develop analytical skills and the ability to explain historical issues and events. Learners develop knowledge and understanding of international issues and interrelationships and gain valuable skills in using historical sources and interpreting historical evidence. This syllabus encourages a lifelong interest in the study of history.

### Prior learning

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

### Progression

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

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

## 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 **info@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 **info@cie.org.uk** to find out how your organisation can register to become a Cambridge school.

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## 2. Teacher support

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### 2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at [www.cie.org.uk/olevel](http://www.cie.org.uk/olevel) to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available online. For Teacher Support go to <http://teachers.cie.org.uk> (username and password required).

### 2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

### 2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See [www.cie.org.uk/events](http://www.cie.org.uk/events) for further information.

### 3. Assessment at a glance

All candidates take two components: Component 1 and Component 2.

Components	Weighting (approx.)
<p><b>Component 1: Modern World Affairs</b> <span style="float: right;"><b>2 hours</b></span></p> <p>This written paper contains five questions on each syllabus content section (A to F).</p> <p>Candidates answer <b>four</b> questions taken from at least <b>two</b> sections. They must answer at least <b>one</b> question from <b>Section A: International Relations and Developments</b>.</p> <p>Each question is structured in two parts: part (a) and part (b). Candidates must answer both parts of their chosen questions.</p> <p>Part (a) requires candidates to demonstrate an ability to recall, select, organise and deploy knowledge of the syllabus content (10 marks)</p> <p>Part (b) requires candidates to show an understanding of and the ability to analyse and explain: cause and consequence, continuity and change, similarity and difference; and the motives, emotions, intentions and beliefs of people in the past (10 marks)</p> <p>80 marks</p> <p>Externally marked</p>	<p>66%</p>
<p><b>Component 2: International Relations and Developments</b> <span style="float: right;"><b>1 hour 15 minutes</b></span></p> <p>This source-based paper contains five questions on a sub-section of syllabus content in Section A: International Relations and Developments.</p> <p>Candidates answer <b>all</b> questions.</p> <p>The sub-section on which the paper is set will change every year. Details will be published two years ahead in the syllabus.</p> <p>The sub-section on which the June and November papers will be set is:</p> <p><b>1. The 1919–20 peace settlement and international relations in the 1920s.</b></p> <p>Up to five sources will be set. Both primary and secondary sources may be used and sources may be simplified where necessary. Obscure terms will be defined.</p> <p>All questions require candidates to demonstrate an ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context. Candidates are expected to refer closely to the sources in their answers.</p> <p>40 marks (the marks for each question will be indicated in brackets)</p> <p>Externally marked</p>	<p>33%</p>



## Availability

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

Detailed timetables are available from **[www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)**

This syllabus is available to private candidates.

## 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
- 2162 Cambridge O Level History (for candidates in Mauritius)
- 2173 Cambridge O Level History (Singapore)

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

## 4. Syllabus aims and assessment objectives

### 4.1 Syllabus aims

The aims of Cambridge O Level History (Modern World Affairs) are to:

- stimulate an interest in and enthusiasm for the study of history
- promote the acquisition of knowledge and understanding of human activity in history, linking it, as appropriate, with the present
- ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
- promote an understanding of key historical concepts such as cause and consequence, continuity and change, similarity and difference
- encourage the development of analytical skills and the ability to explain historical issues and events
- provide a sound basis for further study and the pursuit of personal interest
- encourage international understanding.

### 4.2 Assessment objectives

The assessment objectives in Cambridge O Level History (Modern World Affairs) are:

**AO1:** an ability to recall, select, organise and deploy knowledge of the syllabus content

**AO2:** an understanding of and an ability to analyse and explain:

- cause and consequence, continuity and change, similarity and difference
- the motives, emotions, intentions and beliefs of people in the past

**AO3:** an ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context

### 4.3 Relationship between assessment objectives and components

Assessment objective	Paper 1 (marks)	Paper 2 (marks)	Weighting for qualification (approx. %)
AO1	40	–	33%
AO2	40	–	33%
AO3	–	40	33%

## 5. Syllabus content

### Section A: International Relations and Developments

#### 1 The 1919–20 peace settlement and international relations in the 1920s

- The aims of Woodrow Wilson, George Clemenceau and Lloyd George
- The Treaty of Versailles and treaties of Saint-Germain (1919), Neuilly (1919), Trianon (1920), Sèvres (1920) and Lausanne (1923)
- The impact of the treaties
- International agreements of the 1920s

#### 2 The League of Nations

- The structure and organisation of the League of Nations
- The strengths and weaknesses of the League of Nations
- Successes and failures of the League of Nations in the 1920s
- The failures of the League of Nations in the 1930s, including Manchuria and Abyssinia

#### 3 The Second World War

- The causes of the war, including Hitler's foreign policy, British and French appeasement of Hitler, the Nazi-Soviet pact
- The main phases of the war: German victory in the West and the survival of Britain, 1939–40; Operation Barbarossa and the defeat of Germany in Russia, 1941–44; the War in the Pacific, 1941–45; the defeat of Germany, 1944–45
- The reasons for the Allied victory
- The nature of 'Total War'
- The Holocaust

#### 4 The Cold War

- The origins of the Cold War, including Yalta and Potsdam
- Soviet foreign policy in Europe in the early post-war period, 1945–55
- The foreign policy of America and its allies in Europe, 1945–55
- The U2 Spy Plane incident and the building of the Berlin Wall
- The globalisation of the Cold War, including Cuba and Vietnam
- Détente
- Gorbachev and the end of the Cold War

#### 5 The United Nations and recent world affairs

- The structure and organisation of the United Nations
- The strengths and weaknesses of the United Nations
- Successes and failures of the United Nations, including the Korean War and the Congo Crisis, 1960–64
- Saddam Hussein, the invasion of Kuwait and the First Gulf War

## Section B: Western Europe

### 1 Germany, 1918–39

- The impact of defeat and the Treaty of Versailles
- The Weimar Republic
- The early years of the Nazi Party
- The crisis of 1929–33 and the rise to power of Hitler
- Hitler's rule over Germany

### 2 Italy, 1918–39

- The aftermath of the First World War
- Mussolini's rise to power
- The creation of the Fascist dictatorship
- Mussolini's rule over Italy

### 3 Spain and the Civil War, 1931–39

- The Second Republic
- Causes of the Civil War
- Main events of the war
- Reasons for Franco's victory

### 4 Britain and France, 1919–45

- Political, economic and social consequences of the First World War
- The British General Strike of 1926
- The Great Depression and its consequences
- The Popular Front government in France
- The Home Front in Britain in the Second World War
- France in the Second World War: Vichy, the impact of German Occupation

### 5 Moves towards European integration

- Impact of the Second World War, first steps to integration
- The creation of the European Economic Community (EEC)
- Economic cooperation, the European Free Trade Association (EFTA), Euratom, etc.
- The development of the EEC to 1992
- The Maastricht Treaty: the creation of the European Union, the single market and the common currency

## Section C: The Americas

### 1 The USA in the 'Roaring Twenties'

- Republican presidents and policies
- Prohibition and its effects
- Immigration, racial discrimination, the 'Red Scare', the 'Monkey Trial'
- Social changes: the 'Jazz Age', cinema, women's roles and status
- Economic developments: contrasting fortunes of different sectors of industry and agriculture
- Causes of the Wall Street Crash

### 2 The Great Depression and the New Deal

- The Great Depression and Hoover's response to it
- The election of 1932
- The New Deal
- Opposition to the New Deal
- Successes and failures of the New Deal

### 3 The USA after the Second World War, 1945–89

- Eisenhower's Presidency and the rise of the affluent society
- McCarthyism
- Kennedy's and Johnson's domestic programmes: the 'New Frontier' and the 'Great Society'
- Nixon and Watergate
- Reagan's presidency and 'Reaganomics'

### 4 The struggle for civil rights in the USA from 1945

- Segregation and the situation in the Southern states after the Second World War
- The campaigns of the 1950s and 1960s
- The importance of the Federal government and the Supreme Court
- The work of Martin Luther King
- Malcolm X and Black Power
- The extent of progress made since the 1970s in politics and society

### 5 Latin America after the Second World War

- Cuba: Batista's regime, Castro and the Cuban revolution, Cuba under Castro
- Chile: Allende, Pinochet, the return to democracy
- Argentina: Peron and Peronism, the influence of the military over Argentine politics, rule by Junta and the 'Dirty War', the restoration of democratic politics after 1983

## Section D: The Soviet Union and Eastern Europe

### 1 The development of the Soviet Union, 1917–41

- The collapse of Tsardom and Revolutions of 1917
- Civil War
- War communism and the New Economic Policy (NEP)
- The death of Lenin and the leadership struggle
- Stalin's rise to power
- Planned industrialisation, the first three Five-Year Plans and collectivisation
- The 'Great Terror', purges and show trials
- Stalinist propaganda

### 2 The Great Patriotic War and post-war period under Stalin, 1941–53

- The impact of the German invasion on the USSR
- Stalin and the management of the war and economy
- Use of propaganda during the war
- Relationship of Stalin and the Soviet people
- Stalinisation 1945–53, including the 'cult of personality' and economic recovery

### 3 The USSR and De-Stalinisation, 1953–82

- The death of Stalin and emergence of Khrushchev as leader
- De-Stalinisation
- Khrushchev's leadership: industrial and agricultural reform, the space programme
- Fall of Khrushchev
- The Brezhnev era

### 4 The decline and fall of the Soviet Union, 1982–99

- Economic and political stagnation
- Gorbachev's attempts at reform
- The collapse of the Soviet Union
- The Yeltsin years: privatisation and the rise of the oligarchs

### 5 Eastern Europe after 1945

- The Soviet takeover, 1944–48
- The nature of Soviet control over Eastern Europe
- The Hungarian Uprising of 1956
- Czechoslovakia, the Prague Spring of 1968
- Poland and Solidarity
- The collapse of Soviet power and the revolutions of 1989

## Section E: Africa and the Middle East

### 1 Decolonisation and the achievement of independence in Africa

- Case studies in the struggle for, and achievement of, independence: Kenya, The Congo, Algeria, Zimbabwe, Ghana
- Problems faced by newly-independent African states
- The work of the Organisation of African Unity (OAU)

### 2 South Africa: the creation and downfall of the apartheid state, 1918–94

- Relations between the races, 1918–48: land and labour issues, the African National Congress (ANC) and the Industrial and Commercial Workers' Union (ICU)
- The 1948 election and the National Government
- The legislative structure and workings of the apartheid state
- Resistance: domestic and international campaigns against apartheid
- Reasons for the collapse of apartheid
- De Klerk and Mandela
- The 1994 election

### 3 The creation of the state of Israel, 1917–49

- Zionism
- The Balfour Declaration and the Mandate
- The impact of the Second World War, Jewish immigration into Palestine
- The collapse of the mandate and the United Nations' partition plan
- The declaration of the state of Israel
- The war of 1948–49

### 4 The Arab-Israeli conflict, 1949–2006

- The wars of 1956, 1967 and 1973
- The Camp David Treaty and peace with Egypt
- Israel's relations with its other Arab neighbours
- The Palestinians: the emergence and activities of the Palestine Liberation Organisation (PLO), moves towards a Palestinian state
- The Palestinian National Authority up to the 2006 elections

### 5 The Arab world

- The Iranian Revolution
- The Iran-Iraq War, 1980–88
- Arab Unity: the Arab League and Pan-Arabism

## Section F: Asia

### 1 China, 1919–49

- The Fourth of May Movement, creation of the Chinese Communist Party, moves by the Guomindang to establish control over China
- The struggle between the Guomindang and the communists to 1937: the Shanghai Massacres, the extermination campaigns, the Long March, the Xian Incident
- The struggle against the Japanese, 1937–45: different approaches of the Guomindang and communists
- The Civil War, 1946–49: reasons for the defeat of the Guomindang and communist victory

### 2 Communist China, 1949–c.2000

- Communist reforms to 1958
- The Great Leap Forward
- The Cultural Revolution
- The death of Mao Zedong and the re-emergence of Deng Xiaoping
- Post-Mao economic liberalisation: calls for political reform, Tiananmen Square protests

### 3 Japan, 1918–c.2000

- Impact of the First World War on Japan
- Japanese politics in the inter-war period: the destruction of democracy and the rise of the military
- Japanese expansionism in China in the 1930s
- Impact of defeat in the Second World War: Hiroshima and Nagasaki, American occupation, post-war reconstruction
- Japan's economic miracle
- Economic crash and stagnation of the 1990s

### 4 The Indian subcontinent, 1919–c.2000

- Moves towards independence, 1919–47: nationalism, protest and legislation, the role of Gandhi
- Independence and partition
- Relations between India and Pakistan since independence, including the Kashmir conflict
- The creation of Bangladesh
- The dominance of the military in the politics of Pakistan
- The development of democracy and the economy in India

### 5 Southeast Asia since 1945

- Malaya: moves towards independence, proposals for a Malayan Union, the Malayan Federation and the achievement of independence in 1957, economic and political development since independence
- Indonesia: the struggle for independence post-1945, Sukarno's regime and his removal from power in 1967, developments in Indonesia under Suharto
- Creation of Malaysia in 1963, the split with Singapore in 1965
- Association of Southeast Asian Nations (ASEAN) and its work: the impact on Southeast Asia of the 1997 financial crash



## 6. Other information

### Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website [www.cie.org.uk](http://www.cie.org.uk)

### Language

This syllabus and the associated assessment materials are available in English only.

### 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, A\* being the highest and 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. The letters Q (result pending); X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

### Entry codes

To maintain the security of our examinations we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes, examination timetables and administrative instructions can be found in the *Cambridge Guide to Making Entries*.

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