

IGCSE

History

Specification

Edexcel IGCSE in History (4HI0)

First examination 2011

Issue 2

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Acknowledgements

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel would like to thank all those who contributed their time and expertise to its development.

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Introduction

The Edexcel International General Certificate of Secondary Education (IGCSE) in History is designed for use in schools and colleges. It is part of a suite of IGCSE qualifications offered by Edexcel.

Key subject aims

The Edexcel IGCSE in History enables students to:

- acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues
- use historical sources critically, in context, recording significant information and reaching conclusions
- organise and communicate their knowledge and understanding of history
- draw conclusions and make historical judgements.

About this specification

Key features and benefits of the specification

This IGCSE:

- has no tiers of entry – which means accessibility for all students
- has no compulsory content – teachers choose the areas of study which suit their needs and resources
- has questions on all themes and topics in every examination session
- provides progression to Edexcel GCE AS and Advanced Level in History, or equivalent qualifications.

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Specification at a glance

The Edexcel IGCSE in History comprises one external examination.

Paper 1	Paper code: 4HI0/01
<ul style="list-style-type: none">• Externally assessed• Availability: June series• First assessment: June 2011	
<p>Overview of content</p> <ul style="list-style-type: none">• Section A: students select two themes from a choice of 10• Section B: students select one depth study from a choice of 6.• Section C: students select one study in change from a choice of 8.	
<p>Overview of assessment:</p> <ul style="list-style-type: none">• The examination paper has three sections.• In Section A, students answer two questions, each on a theme, each question is worth 25 marks.• In Section B, students answer one question worth 25 marks.• In Section C, students answer one question worth 25 marks.• The total mark available is 100 and the time allowed for the examination will be 2 hours and 30 minutes.	

Qualification content

Knowledge, skills and understanding

This Edexcel IGCSE in History requires students to demonstrate application and understanding of:

- the key events, people, changes and issues in the specified periods or aspects of history
- the key features and characteristics of the specified periods, societies and aspects of history.

Content overview

Section A

Students study at least **two themes** from this list A1–A10:

- A1 Development of a nation: Unification of Italy, 1852–70
- A2 Development of a nation: Unification of Germany, 1848–71
- A3 Development of dictatorship: Germany, 1918–45
- A4 Development of dictatorship: Italy, 1918–43
- A5 Russia: Autocracy and revolt, 1881–1914
- A6 Russia: Dictatorship and conflict, 1924–53
- A7 A divided union. Depression and recovery in the USA, 1929–45
- A8 A divided union. Civil rights in the USA, 1945–74
- A9 A world divided: International relations between the wars, 1919–39
- A10 A world divided: superpower relations, 1945–62

Section B

Students choose **one depth study** from this list B1–B6:

- B1 The French Revolution, 1789–94
- B2 The First World War, 1914–18
- B3 Russia in Revolution, 1914–24
- B4 The USA, 1917–29
- B5 Colonial rule and the nationalist challenge in India, 1919–47
- B6 The fall of communism in Europe, 1979–91

Section C

Students choose **one study in change** from this list — C1–C8:

- C1 Revolution and change in Europe, 1789–1848
- C2 The changing nature of warfare, 1803–1905
- C3 Changes in medicine, c1845–c1945
- C4 The changing role of international organisations: the League and the UN, 1919–2000
- C5 Conflict, crisis and change: The Middle East, c1919–c1973
- C6 Conflict, crisis and change: China, c1934–c1989
- C7 Change in Africa from colonialism to independence, 1945–2000
- C8 The Changing Nature of Warfare, c1936–c2003

Assessment overview

Examination 2 hours and 30 minutes

The examination is an untiered paper, targeted at grades A* to G. The paper consists of three sections, A, B and C. The questions target Assessment Objectives 1, 2 and 3.

In the examination, students write their answers in the answer booklet provided. Students must clearly indicate their question choice as required within the answer booklet.

Section A

Students must answer two questions; each from a different theme from those listed A1–A10. Students are advised to spend one hour on this section.

There will be one question set on each theme in every examination session.

Centres may choose to prepare students for more than the minimum content required, to provide greater choice in the examination.

Section B

Section B offers students a choice of topics in nineteenth or twentieth-century history. Questions will focus on the understanding and treatment of source and stimulus material.

Students must answer one question on one topic from those listed (B1–B6). Students are advised to spend about 45 minutes on this section.

Section C

Studies in change for Section C have been chosen so that they link naturally with many of the themes and topics in the specification.

Students must answer one question on one topic from those listed (C1–C8). Students are advised to spend about 45 minutes on this section.

Detailed content

Section A

Students study at least **two** themes from this list A1–A10:

A1 Development of a nation: Unification of Italy, 1852–70

- Cavour's domestic policies
- The defeat of Austria
- Garibaldi
- The Papal States
- Venice and Rome

A2 Development of a nation: Unification of Germany, 1848–71

- The importance of the 1848 revolutions
- Economic factors favouring unification
- Bismarck's aims and methods
- Wars against Denmark and Austria
- Franco-Prussian War

A3 Development of dictatorship: Germany, 1918–45

- The establishment of the Weimar Republic and its early problems
- The recovery of Germany, 1924–29
- The rise of Hitler and the Nazis
- Life in Nazi Germany
- The impact of the Second World War on Germany

A4 Development of dictatorship: Italy, 1918–43

- Post-war discontent in Italy
- Growing support for Fascism, 1919–22
- The founding of the Fascist state under Mussolini
- Domestic policies and life in Fascist Italy
- The impact of the Second World War on Italy

A5 Russia: Autocracy and revolt, 1881–1914

- The reign of Alexander III
- Problems facing Nicholas II, 1894–1905
- The 1905 Revolution
- The Dumas and Stolypin
- The growth of opposition to Tsarist rule

A6 Russia: Dictatorship and conflict, 1924–53

- The leadership struggle, 1924–28
- Five Year Plans and collectivisation
- Purges and Show Trials
- Cult of personality and the revision of history
- The impact of the Second World War

A7 A divided union: Depression and recovery in the USA, 1929–45

- The Wall Street Crash
- The Depression and the policies of Hoover
- Roosevelt and the New Deal
- Reactions to the New Deal
- The impact of war on the USA

A8 A divided union: Civil rights in the USA, 1945–74

- McCarthyism and the Red Scare
- Civil Rights in the 1950s
- The impact of Martin Luther King and of Black Power
- Protest movements: students, women, anti-Vietnam
- Nixon and Watergate

A9 A world divided: International relations between the wars, 1919–39

- The Versailles Settlement
- International co-operation in the 1920s
- The breakdown of co-operation in the early 1930s
- Appeasement, 1935–39
- Reasons for the outbreak of the Second World War

A10: A world divided: Superpower relations 1945–62

- Reasons for the Cold War
- Early developments in the Cold War, 1945–49
- The Cold War in the 1950s
- The Berlin Crisis of 1961
- The Cuban Missile Crisis

Section B

Students choose **one** Depth Study from this list B1–B6:

B1 The French Revolution, 1789–94

- Long-term causes of the Revolution
- Short-term causes of the Revolution
- The events of 1789
- Developments 1789–92
- Convention and Terror
- The fall of Robespierre

B2 The First World War, 1914–18

- The Schlieffen Plan
- Deadlock on the Western Front
- Gallipoli
- The Somme and Passchendaele
- The War at Sea
- The defeat of Germany

B3 Russia in Revolution, 1914–24

- Successes and failures the First World War
- The February Revolution
- The Bolshevik seizure of power
- Civil War
- War Communism
- New Economic Policy

B4 The USA, 1917–29

- The impact of the First World War on the USA
- Immigration
- Prohibition and gangsterism
- Mass production and the stock market boom
- The Roaring Twenties
- The position of black Americans

B5 Colonial rule and the nationalist challenge in India, 1919–47

- The Rowlatt Acts, Amritsar and the Government of India Act, 1919
- Gandhi and Congress, 1917–29
- Key developments in the 1930s
- The impact of the Second World War on India
- The growth of communal violence, 1946–47
- Independence and partition

B6 The fall of communism in Europe, 1979–91

- Solidarity movement in Poland
- Economic problems in the Soviet Union
- The policies of Gorbachev
- Developments in eastern Europe, 1988–90
- The Velvet Revolution in Czechoslovakia
- The reunification of Germany

Section C

Students choose **one** Study in Change from this list C1–C8:

C1 Revolution and change in Europe, 1789–1848

- The impact of the French Revolution on Europe
- Changes brought about by the Vienna Settlement and the Congress System
- The impact of the Greek Revolt
- The Belgian War of Independence
- The revolutions of 1848

C2 The changing nature of warfare, 1803–1905

- Warfare at the beginning of the nineteenth century
- Changes in methods of land and sea warfare during the Napoleonic Wars
- Changing methods of land warfare, 1815–1905
- Changing methods of sea warfare, 1815–1905
- Warfare at the beginning of the twentieth century

C3 Changes in medicine, c1845–c1945

- Medical knowledge and understanding in the mid-nineteenth century
- Changes in surgery and in understanding the causes of disease
- Changes in hospital treatment and the role of women in medicine
- Developments in public health provision
- The importance of the two world wars in bringing about change

C4 The changing role of international organisations: the League and the UN, 1919–2000

- The creation and aims of the League and the UN
- Similarities and differences in the organisation of the League and the UN
- Changes in the work of the League and UN agencies
- Successes of the League and UN
- The weaknesses of the peacekeeping roles of the League and the UN 1919–2000

C5 Conflict, crisis and change: The Middle East, c1919–c1973

- Build up of tension in Palestine, 1919–45
- The creation of Israel and the war of 1948–9
- The Suez Crisis
- The Arab-Israeli conflicts of 1967 and 1973
- Superpower involvement in the Middle East

C6 Conflict, crisis and change: China, c1934–c1989

- The triumph of Mao and the CCP, 1934–49
- Change under Mao, 1949–63
- The impact of the Cultural Revolution
- Change under Deng Xiaoping
- The development of the Democracy Movement

C7 Change in Africa: from colonialism to independence, 1945–2000

- The impact of the Second World War
- Independence movements in East and West Africa
- Changes in the Congo
- Independence movements in North Africa
- South Africa and the end of apartheid

C8 The changing nature of warfare, c1936–c2003

- Warfare at the end of the First World War
- Changing methods of land warfare
- Changing methods of sea and aerial warfare
- The developments of atomic and nuclear weapons
- Warfare at the beginning of the twenty-first century

Assessment

Assessment summary

The examination paper comprises three sections.

- In Section A, students answer two questions, each on a theme, each question is worth 25 marks.
- In Section B, students answer one question worth 25 marks.
- In Section C, students answer one question worth 25 marks.

The total mark available is 100 and the time allowed for the examination is 2 hours 30 minutes.

Summary of table of assessment

Paper 1	Paper code: 4HI0/01
<ul style="list-style-type: none">• Externally assessed• Availability: June series• First assessment: June 2011	

Assessment Objectives and weightings

	% in IGCSE
Students should: AO1: recall, select, organise and deploy knowledge of the specification content and communicate it through description, explanation and analysis of: <ul style="list-style-type: none">• the events, people, changes and issues studied• the key features and characteristics of the periods, topics and societies studied	70%
AO2: show that they understand and can analyse and interpret historical sources in context	22%
AO3: show that they can comprehend, analyse and evaluate how and why events, people, situations and changes have been interpreted and represented in relation to the historical themes and periods studied.	8%
TOTAL	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which (in CD format) are sent to all active Edexcel centres. The information can also be found on Edexcel's international website:
www.edexcel-international.org.uk/sfc/academic/infomanual/

Combinations of entry

There are no forbidden combinations.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, IGCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.org.uk/sfc) for:

- the Joint Council of Qualifications (JCQ) policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to Students who are Eligible for Adjustments in Examinations*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Assessing your students

The first assessment opportunity for Paper 1 will take place in the June 2011 series and in each following June series for the lifetime of the specification.

Your student assessment opportunities

Paper	June 2011	June 2012	June 2013	June 2014
Paper 1	✓	✓	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will follow the processes outlined in the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority (QCA). The IGCSE qualification will be graded and certificated on an eight-grade scale from A* to G.

Students whose level of achievement is below the minimum standard for Grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for the Edexcel IGCSE in History will be 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk/

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

This qualification supports progression to Edexcel GCE Advanced Subsidiary and Advanced Level History.

Grade descriptions

Grade A

Students recall, select, organise and deploy historical knowledge of the specification content accurately, effectively and with consistency, to substantiate arguments and reach historical judgements.

Students produce developed, reasoned, and well-substantiated analyses and explanations which consider the events, people, changes and issues studied in the wider historical context.

Students evaluate and use critically a range of sources of information in their historical context to investigate issues and reach reasoned and substantiated conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways.

Grade C

Students recall, select, organise and deploy historical knowledge of the specification to support, generally with accuracy and relevance, their descriptions and explanations of the events and periods studied.

Students produce structured descriptions and explanations of the events, people, changes and issues studied. Their descriptions and explanations show understanding of relevant causes, consequences and changes.

Students evaluate and use critically a range of sources of information to investigate issues and draw relevant conclusions.

Grade F

Students recall, select and organise some relevant knowledge of the specification content. They identify and describe some reasons, results and changes in relation to the events, people, changes and issues studied. They describe a few features of an event, issue or period.

Students comprehend sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and drawing simple conclusions.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus — ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in ‘one-click’. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.org.uk/resultsplus

Ask the Expert — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.org.uk/asktheexpert

Ask Edexcel — Ask Edexcel is Edexcel’s online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don’t find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They’ll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone — The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: www.edexcel.com

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For more information on Edexcel and BTEC qualifications
please visit our website: www.edexcel.com

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