

# INTERNATIONAL GCSE

## History

### Specification

Pearson Edexcel International GCSE in History(4HI0)

First examination June 2014

Issue 5



# **INTERNATIONAL GCSE**

## History

### **SPECIFICATION**

Pearson Edexcel International GCSE in History (4HI0)

First examination June 2014

Issue 5

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

This specification is Issue 5. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: [qualifications.pearson.com](http://qualifications.pearson.com)

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of going to publication.*

ISBN 978 1 446 93242 1

All the material in this publication is copyright  
© Pearson Education Limited 2016

## **Introduction**

The Edexcel International GCSE in History is designed for use in schools and colleges. It is part of a suite of qualifications offered by Edexcel.

## **Key subject aims**

The Edexcel International GCSE in History qualification will enable 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.

## **Key features and benefits of the qualification**

The key features and benefits of the Edexcel International GCSE in History are:

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



## **Contents**

<b>Specification at a glance</b>	<b>1</b>
<b>Qualification content</b>	<b>3</b>
Knowledge and understanding	3
Paper 1	5
Detailed unit content	6
Paper 2	15
Detailed unit content	16
<b>Assessment</b>	<b>29</b>
Assessment summary	29
Assessment Objectives and weightings	29
Relationship of Assessment Objectives to papers for Edexcel International GCSE in History	30
Entering your students for assessment	31
Student entry	31
Forbidden combinations	31
Classification code	31
Access arrangements and special requirements	31
Equalities Act (2010)	31
Assessing your students	32
Awarding and reporting	32
Language of assessment	32
Stretch and challenge	32
Malpractice and plagiarism	32
Student recruitment	33
Progression	33
Grade descriptions	34
<b>Support and training</b>	<b>35</b>
Edexcel support services	35
Training	35
<b>Appendices</b>	<b>37</b>
Appendix 1: Wider curriculum	39
Appendix 2: Codes	41





## Specification at a glance

This Edexcel International GCSE in History comprises two assessments.

- Paper 1 written examination. Students complete two depth studies from 9 choices
- Paper 2 written examination. Students complete one historical investigation from six choices and one breadth study in change from eight choices.

Paper 1	Paper code 4HI0/01			
<ul style="list-style-type: none"> <li>• Externally assessed</li> <li>• Availability: June series</li> <li>• First assessment: June 2014</li> </ul>	<b>50% of the total International GCSE marks</b>			
<p>Overview of content</p> <p>Students study at least <b>two depth studies</b> from this list 1-9. A maximum of one option from each group can be studied. Students must study options from more than one country. The following options may not be combined:</p> <ul style="list-style-type: none"> <li>• Option 1 and Option 5</li> <li>• Option 2 and Option 4</li> <li>• Option 3 and Option 7</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="229 1039 1385 1218"> <p>Group A</p> <ol style="list-style-type: none"> <li>1 Development of a nation: Unification of Germany, 1848-71</li> <li>2 Development of a nation: Unification of Italy, 1852-70</li> <li>3 Autocracy and revolt in Russia, 1881-1914</li> </ol> </td> </tr> <tr> <td data-bbox="229 1218 1385 1397"> <p>Group B</p> <ol style="list-style-type: none"> <li>4 Development of dictatorship: Italy, 1918-45</li> <li>5 Development of dictatorship: Germany, 1918-45</li> <li>6 A world divided: International relations between the wars, 1919-39</li> </ol> </td> </tr> <tr> <td data-bbox="229 1397 1385 1576"> <p>Group C</p> <ol style="list-style-type: none"> <li>7 Dictatorship and conflict in Russia, 1924-53</li> <li>8 A world divided: Superpower relations, 1945-62</li> <li>9 A divided union: Civil rights in the USA, 1945-74</li> </ol> </td> </tr> </table>		<p>Group A</p> <ol style="list-style-type: none"> <li>1 Development of a nation: Unification of Germany, 1848-71</li> <li>2 Development of a nation: Unification of Italy, 1852-70</li> <li>3 Autocracy and revolt in Russia, 1881-1914</li> </ol>	<p>Group B</p> <ol style="list-style-type: none"> <li>4 Development of dictatorship: Italy, 1918-45</li> <li>5 Development of dictatorship: Germany, 1918-45</li> <li>6 A world divided: International relations between the wars, 1919-39</li> </ol>	<p>Group C</p> <ol style="list-style-type: none"> <li>7 Dictatorship and conflict in Russia, 1924-53</li> <li>8 A world divided: Superpower relations, 1945-62</li> <li>9 A divided union: Civil rights in the USA, 1945-74</li> </ol>
<p>Group A</p> <ol style="list-style-type: none"> <li>1 Development of a nation: Unification of Germany, 1848-71</li> <li>2 Development of a nation: Unification of Italy, 1852-70</li> <li>3 Autocracy and revolt in Russia, 1881-1914</li> </ol>				
<p>Group B</p> <ol style="list-style-type: none"> <li>4 Development of dictatorship: Italy, 1918-45</li> <li>5 Development of dictatorship: Germany, 1918-45</li> <li>6 A world divided: International relations between the wars, 1919-39</li> </ol>				
<p>Group C</p> <ol style="list-style-type: none"> <li>7 Dictatorship and conflict in Russia, 1924-53</li> <li>8 A world divided: Superpower relations, 1945-62</li> <li>9 A divided union: Civil rights in the USA, 1945-74</li> </ol>				
<p>Overview of assessment</p> <ul style="list-style-type: none"> <li>• Students are assessed through an examination based on their depth studies.</li> <li>• Students answer two questions, one on each of the depth studies they have studied.</li> <li>• There are 50 marks available in total.</li> <li>• The examination time is 1 hour and 30 minutes.</li> </ul>				

Paper 2	Paper code 4HI0/02
<ul style="list-style-type: none"> <li>Externally assessed</li> <li>Availability: June series</li> <li>First assessment: June 2014</li> </ul>	<b>50% of the total International GCSE marks</b>
<p>Overview of content</p> <p>Students choose <b>one historical investigation</b> from this list A1-A6</p> <p>A1 The French Revolution, c1780-94</p> <p>A2 The origins and course of the First World War, 1905-18</p> <p>A3 Russia in revolution, 1914-24</p> <p>A4 The USA, 1917-29</p> <p>A5 Colonial rule and the nationalist challenge in India, 1919-47</p> <p>A6 The fall of communism in Europe, 1979-91</p> <p>Students choose <b>one breadth study in change</b> from this list B1-B7</p> <p>B1 Changing nature of warfare, 1803-1908</p> <p>B2 Changes in medicine, c1845-c1945</p> <p>B3 The changing role of international organisations: the League and the UN, 1919-2000</p> <p>B4 Conflict, crisis and change: The Middle East, c1917-c1995</p> <p>B5 Conflict, crisis and change: China, c1911-c1989</p> <p>B6 Change in Africa from colonialism to independence, 1939-2000</p> <p>B7 The changing nature of warfare, c1936-c2003</p>	
<p>Overview of assessment</p> <ul style="list-style-type: none"> <li>Students are assessed through an examination based on their historical investigation and breadth study in change.</li> <li>Students answer two questions, one question on their historical investigation and one question on their breadth study in change.</li> <li>There are 50 marks available in total.</li> <li>The examination time is 1 hour and 30 minutes.</li> </ul>	

## **Qualification content**

### **Knowledge and understanding**

The Edexcel International GCSE in History requires students to demonstrate understanding of:

- history through recalling, selecting and communicating
- the past through explanation and analysis of, and judgements about, key features and the concepts in history of causation, consequence and change
- source material through comprehension, interpretation and cross-reference, and through evaluation of historical claims



# Paper 1

## Content overview

Students study at least **two depth studies** from this list 1-9.

A maximum of one option from each group can be studied.

Students must study options from more than one country.

The following options may not be combined:

- Option 1 and Option 5
- Option 2 and Option 4
- Option 3 and Option 7

Group A 1 Development of a nation: Unification of Germany, 1848-71 2 Development of a nation: Unification of Italy, 1852-70 3 Autocracy and revolt in Russia, 1881-1914
Group B 4 Development of dictatorship: Italy, 1918-45 5 Development of dictatorship: Germany, 1918-45 6 A world divided: International relations between the wars, 1919-39
Group C 7 Dictatorship and conflict in Russia, 1924-53 8 A world divided: Superpower relations, 1945-62 9 A divided union: Civil rights in the USA, 1945-74

## Assessment overview

- Students are assessed through an examination based on their depth studies.
- Students answer two questions, one on each of the depth studies they have studied.
- There are 50 marks available in total.
- The examination time is 1 hour and 30 minutes.

## Detailed unit content

<b>1 Development of a nation: Unification of Germany, 1848-71</b>	
	<ul style="list-style-type: none"><li>• The importance of the 1848 revolutions</li><li>• Economic factors favouring unification</li><li>• Bismarck's aims and methods</li><li>• Wars against Denmark and Austria</li><li>• Franco-Prussian War</li></ul>
	<ul style="list-style-type: none"><li>• The key events of 1848-9 including the Frankfurt Assembly, Prussian support for a union of Germany, the Erfurt Union, the opposition of Austria and the refusal of Frederick William of Prussia to become emperor. Effects on German nationalism and liberalism.</li><li>• The importance of the industrial development of Prussia and a national railway system. The development of the Zollverein – Prussian leadership, wider membership and exclusion of Austria.</li><li>• The Prussian Budget Crisis 1861. Bismarck becomes Minister-President. Bismarck's determination to unite Germany under Prussian leadership and exclude Austria. Use of diplomacy to isolate rivals and war 'blood and iron'.</li><li>• Use of Schleswig-Holstein to provoke Denmark. Defeat of Denmark and Convention of Gastein. Diplomacy to isolate and provoke Austria. Sadowa (Koniggratz) and reasons for Prussian victory. Treaty of Prague and establishment of North German Confederation.</li><li>• Diplomacy to isolate France. The Ems Telegram. Support of southern states. Key events of the Franco-Prussian War. The battles of Sedan and Metz and the siege of Paris. Reasons for the Prussian victory. Treaty of Frankfurt and the Proclamation of the German Empire.</li></ul>

## 2 Development of a nation: Unification of Italy, 1852-70

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

- Cavour's financial and domestic reforms, economic expansion and his policies to reduce the influence of the Church.
- Piedmont and the Crimean War, Orsini and Napoleon III, the Pact of Plombières, defeat of Austria, Battles of Magenta and Solferino, French withdrawal and the Treaty of Villafranca, revolts in Parma, Modena and Tuscany.
- Garibaldi's motives for intervention in Naples and Sicily and the Thousand. Garibaldi's invasion and successes in Sicily and Naples. Proclamation of Kingdom of Italy.
- Garibaldi's advance northwards to the Papal States. Reaction of Great Powers and Cavour. Intervention of Piedmont.
- Piedmont and Austro-Prussian War, the second battle of Custoza and Venetia. Piedmont and the Franco-Prussian War and the acquisition of Rome.

### 3 Autocracy and revolt in Russia, 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

- Impact of assassination of Alexander II. Alexander III, Pobedonostsev and reaction. Restoration of autocracy, censorship and the policy of Russification.
- Weaknesses of Nicholas II as Tsar. Witte and industrial growth. Problems facing Nicholas II including the discontent of the peasants, town workers and subject nationalities (ethnic minorities).
- The Russo-Japanese War (1904-5) and Father Gapon and Bloody Sunday (January 1905). Key events of the 1905 Revolution. The *Potemkin* Mutiny and the setting up of Soviets. The October Manifesto and reasons why Nicholas survived.
- The attitude of Nicholas to the first four *dumas*. Stolypin's policy of repression and land reform. The Lena Goldfield strike.
- Emergence of opposition groups including the Constitutional Democrats (Cadets), Octobrists, Social Revolutionary Party and Social Democrats. Split in Social Democrats – Mensheviks and Bolsheviks.



#### **4 Development of dictatorship: Italy, 1918-45**

- 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

- Weaknesses of the Italian system of government. Italian discontent with the Versailles Peace Settlement. The growth of socialism. Failure of Italian government's 1919-22. D'Annunzio and Fiume. Economic and social effects of the war, including the wave of strikes, 1919-20.
- Mussolini and the formation of the Fascist Party, its aims and organisation. Fascist activities 1919-22. Giolitti and Fascist alliance. The March on Rome.
- The Fascist dictatorship – the one-party state, the Acerbo Electoral Law of 1923, the murder of Matteotti, censorship and the police state and the OVRA.
- The Lateran Treaty and the Corporate State. Mussolini's economic policies including the Battles of Wheat and Lira, public works and the draining of the Pontine Marshes. The impact of the Great Depression. The Battle for Births and control of the youth including education and youth movements, the Balilla.
- Entry in 1940. Effects of war on the home front. Growth of opposition and German occupation. Puppet ruler and circumstances leading to Mussolini's death.

## 5 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
- Germany during the Second World War

- The German Revolution of 1918. The strengths and weaknesses of the new Constitution. Reactions to the Treaty of Versailles. The Spartacist uprising and the Kapp Putsch. French occupation of the Ruhr. Causes and effects of hyperinflation.
- The work of Stresemann. Rentenmark, Dawes and Young Plan, US loans and the recovery of the German economy. Successes abroad – League of Nations, Locarno Treaties and Kellogg-Briand Pact.
- Hitler and the German Workers' Party. Changes to the party 1920-22. Causes, events and results of Munich *Putsch*, 1923. Reorganisation of the Party 1924-28. Impact of Wall Street Crash. Nazi methods to win support. Goebbels and propaganda and the work of the SA. Events of 1932 to January 1933 including the role of von Papen, von Schleicher and von Hindenburg.
- Setting up the Nazi dictatorship through the Reichstag Fire, Enabling Act, Night of the Long Knives, the police state, censorship and propaganda. Nazi policies towards women, the young, the Churches and the Jews. Policies to reduce unemployment. The Labour Service, the Labour Front and Strength Through Joy.
- Nazi policies towards the Jews including ghettos, death squads and the Final Solution. The changing role of women, 'total war', rationing and the effects of allied bombing. The growth of opposition to Hitler including the Edelweiss Pirates, the White Rose Group and the Stauffenberg Plot. Defeat and Hitler's death.

## **6 A world divided: International relations between the wars, 1919-39**

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

- The aims of the 'Big Three'. Key terms of the treaties of Versailles, St Germain, Sevres, Trianon and Neuilly. Reactions to the peace treaties.
- International cooperation and disarmament: The Corfu incident, the Washington Conference. The Locarno Treaties and the Kellogg-Briand Pact.
- Impact of the world depression, emergence of dictators and the Japanese invasion of Manchuria. Failure of the Disarmament Conference 1932-33. Hitler's challenges to the peace settlement, including rearmament, and the Anglo-German Naval Treaty.
- Reasons for appeasement. Failed Anschluss 1934, Italian invasion of Abyssinia 1935, the Stresa Front, Rhineland 1936, Austria March 1938, the Sudetenland Crisis and the Munich Conference. The Rome-Berlin Axis and the Anti-Comintern Pact.
- German occupation of Czechoslovakia (March 1939), Anglo-French support for Poland, Pact of Steel, the Nazi-Soviet Pact, and the German invasion of Poland. Weaknesses of appeasement.

## 7 Dictatorship and conflict in Russia, 1924-53

- The leadership struggle, 1924-29
- Five-Year Plans and collectivisation
- Purges and Moscow Show Trials
- Cult of personality and the revision of history
- The impact of the Second World War

- The rivals for the leadership including Stalin, Trotsky, Kamenev, Bukharin and Zinoviev. Strengths and weaknesses of Stalin and Trotsky. Stalin's steps to power 1924-29.
- Stalin's economic aims. Key features of industrialisation including Gosplan, the first three Five-Year Plans, Stakhanovites, living and working conditions. Reasons for and nature of mass collectivisation. Kolkhoz and Motor Tractor Stations. Opposition of and removal of kulaks. Success and failures of economic policies. Effects of policies on living and working conditions. The changing role of women.
- Reasons for purges including the murder of Kirov. Key features of the purges of the 1930s. Yezhov, the NKVD and the gulags. Reasons for and features of Moscow Show Trials (1936-38). Purges of the armed forces. Impact of the purges on the Soviet Union.
- Reasons for and methods of the cult of personality. Censorship, propaganda, 'socialist realism', control of education and the Soviet interpretation of history.
- Early German success 1941-2, Stalingrad and reasons for the revival of the Soviet Union under Stalin. Stalin's popularity. Post-war purges, the Fourth Five-Year Plan and Stalin's death.

## **8 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 Missiles Crisis

- Long-term rivalry between the Soviet Union and the West. Differences during the Second World War. Key features of the conferences at Yalta and Potsdam. The Soviet Union and Eastern Europe. The attitude of Truman.
- Soviet expansion in Eastern Europe. Churchill and the 'iron curtain'. The Truman Doctrine and the Marshall Plan. Cominform and Comecon. Differences over Germany. Bizonia. Causes, events and results of the Berlin Crisis 1948-9. Setting up of NATO.
- Korean War, Khrushchev and peaceful co-existence and the Warsaw Pact. The impact of Soviet rule on Hungary, Rakosi, de-Stalinisation, Nagy and his demands. Reasons for Soviet invasion and its effects.
- The U2 incident 1960 and its effects on the Paris Summit Conference. Reasons for the construction of the Berlin Wall 1961 and its effects on relations between East and West and on Germany.
- Castro and relations with USA and Soviet Union. Bay of Pigs. Kennedy and missile sites. Key events of the Cuban Missiles Crisis. Impact on East-West relations.

## 9 A divided union: Civil rights in the USA, 1945-74

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

- Reasons for the Red Scare including the Cold War 1945-50, Hiss and Rosenberg cases, the FBI, the HUAC and the Hollywood Ten. Methods used by McCarthy and the growth of opposition. Reasons for the downfall. Overall impact of McCarthyism on the USA.
- Segregation and discrimination. The work of the Supreme Court. Key events and importance of Brown versus Topeka (1954), Montgomery Bus Boycott (1955) and Little Rock 1957.
- Freedom riders, Anniston fire bombing, sit-ins and voting rights and the Meredith Case. The methods and activities of Martin Luther King. The Birmingham and Washington Peace Marches and the 'dream' speech. Civil rights legislation of the 1960s. Selma and Voting Rights. Malcolm X and the Nation of Islam. Reasons for the growth of Black Power and Stokely Carmichael. Race riots especially in the Watts District. The Black Panther movement (Bobby Seale and Huey Newton)
- General reasons for the growth of protest movements. The student movement, Berkeley Free Speech movement, and links to war in Vietnam, Students for a Democratic Society and 'hippies'. Betty Friedan, Eleanor Roosevelt, NOW, women's liberation movement and abortion. Phyllis Schlafly and opposition to the women's movement.
- Reasons for and key features of the Watergate scandal. Impact on Nixon and US politics. New laws including the Election Campaign Act (1974), the War Powers Act (1973), the Privacy Act (1974) and the Congressional Budget Control Act (1974).

## Paper 2

### Content overview

Students choose **one historical investigation** from this list A1-A6

A1 The French Revolution, c1780-94

A2 The origins and course of the First World War, 1905-18

A3 Russia in Revolution, 1914-24

A4 The USA, 1917-29

A5 Colonial rule and the nationalist challenge in India, 1919-47

A6 The fall of communism in Europe, 1979-91

Students choose **one breadth study in change** from this list B1-B7

B1 Changing nature of warfare, 1803-1908

B2 Changes in medicine, c1845-c1945

B3 The changing role of international organisations: the League and the UN, 1919-2000

B4 Conflict, crisis and change: The Middle East, c1917-c1995

B5 Conflict, crisis and change: China, c1911-c1989

B6 Change in Africa from colonialism to independence, 1939-2000

B7 The changing nature of warfare, c1936-c2003

### Assessment overview

- Students are assessed through an examination based on their historical investigation and breadth study in change.
- Students answer one question on a historical investigation from Section A and one question on a breadth study in change from Section B.
- There are 50 marks available in total.
- The examination time is 1 hour and 30 minutes.

## Detailed unit content

<b>A1 The French Revolution, c1780-94</b>	
	<ul style="list-style-type: none"><li>• Long-term causes of the Revolution</li><li>• Short-term causes of the Revolution</li><li>• The events of 1789</li><li>• Developments 1789-92</li><li>• Convention and the Terror</li><li>• The fall of Robespierre</li></ul>
	<ul style="list-style-type: none"><li>• The Enlightenment, American War of Independence, the Three Estates, taxation, the attitude of the monarchy, especially Louis XVI.</li><li>• Financial problems, policies of Calonne Brienne and Necker, poor harvests, the Assembly of Notables.</li><li>• The Estates General, the Tennis Court Oath, the storming of the Bastille, the Grand Peur, influence of the National Assembly.</li><li>• Changes brought about by the Constituent Assembly (1789-91), the flight to Varennes, the Legislative Assembly (1791-92), the declaration of war on Austria and Prussia, the coup of August 1792 and the setting up of the National Convention.</li><li>• The National Convention, the Edict of Fraternity, the trial and execution of Louis XVI, the Committee of Public Safety, the elimination of the Girondins, Robespierre and the Terror.</li><li>• Reasons for Robespierre's downfall and execution. Achievements of the Revolution in France 1789-94.</li></ul>



## **A2 The origins and course of the First World War, 1905-18**

- The alliance system and international rivalry, 1905-14
- The struggle for control in the Balkans, 1905-14
- The growth of tension in Europe, 1905-14
- The Schlieffen Plan and deadlock on the Western Front
- The War at Sea and Gallipoli
- The defeat of Germany

- The alliance system before 1914 including the Triple Alliance and the formation of the Triple Entente. Economic, imperial and military causes of international rivalry.
- The key issues in the Balkans including the weaknesses of the Ottoman Empire, Balkan nationalism, Austro-Serbian rivalry. The Bosnian Crisis and the Balkan Wars.
- Anglo-German rivalry, including the naval race and the Moroccan Crises of 1905-6 and 1911. The assassination at Sarajevo and the events leading to the outbreak of war.
- The Schlieffen Plan and why it failed. The trench system, life in the trenches, new weapons and methods. Reasons for deadlock. Key features of Somme and Passchendaele. Successes and failures. Responsibility of Haig.
- German threat to Britain in North Sea. German raids, Heligoland Bight, Dogger Bank and Jutland. The U-Boat threat, the Lusitania and anti U-boat measures. Reasons for and key features of the Gallipoli campaign. Evacuation and effects of campaign
- US entry into war. Key features of the Ludendorff spring offensives (1918). The Allied drive to victory (July-November 1918), revolution in Germany and reasons for German defeat.

### **A3 Russia in Revolution, 1914-24**

- The impact of the First World War
- The February Revolution
- The Bolshevik seizure of power
- Civil War
- War Communism
- New Economic Policy (NEP)

- Russian defeats on the Eastern Front 1914-16. Economic, social and political effects of war on Russia. Influence of Rasputin. Impact of winter of 1916-17.
- Immediate causes of the February Revolution, especially events in Petrograd. The army mutiny. Abdication of Tsar. Setting up of Provisional Government.
- Weaknesses and mistakes of the Provisional Government. The Petrograd Soviet. The activities of Lenin and the Bolsheviks. July Days and Kornilov Revolt. Key events of the Bolshevik takeover. Reasons for success of Bolsheviks, especially the role of Lenin and Trotsky.
- Bolshevik consolidation of power. Decrees, Constituent Assembly and Treaty of Brest-Litovsk. The two sides in the Civil War. Key events and reasons for Bolshevik victory.
- Reasons for and effects of War Communism. The Kronstadt Mutiny.
- Reasons for and effects of NEP. Opposition to the new policy. Death of Lenin.

#### **A4 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

- Economic benefits. Isolationism. Attitudes to Versailles settlement and the League of Nations. Protectionist policies.
- Attitudes to immigration. Policies to restrict immigration. The 'Red Scare'. The Sacco and Vanzetti Case.
- Reasons for the introduction of and failure of prohibition. Organised crime, including Al Capone.
- Reasons for economic boom in the 1920s. Henry Ford and mass production. Hire purchase, consumerism and the popularity of the stock market. Problems in farming, including over-production and mechanisation. The decline of older industries.
- The leisure industry, cinema, Jazz, dancing, sport, radio, advertising and motoring, morals and values and the 'Monkey Trial'. The changing position of women, including the flappers.
- The Jim Crow Laws, segregation and discrimination. The Ku Klux Klan. The influence of Marcus Garvey and W.E.B. Du Bois.

**A5 Colonial rule and the nationalist challenge in India, 1919-47**

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

- Impact of First World War on India, terms of and reactions to Rowlatt Acts and the Government of India Act/Dyarchy 1919. Causes, events and significance of the Amritsar Massacre.
- Gandhi and his aims and methods. Congress and Swaraj. Civil disobedience. Satyagraha Campaign. Attitude to British, Muslims and untouchables.
- Simon Commission, Salt March, Round Table Conferences, Government of India Act 1935, Jinnah and the Muslim League.
- Gandhi and Jinnah and attitudes to the Second World War. Cripps Mission, 'Quit India' campaign and Chandra Bose.
- The Simla Conference. Attitude and problems of Labour Government. The Cabinet Mission. Direct Action. Muslim/Hindu differences and clashes. Demand for Pakistan.
- British decision to withdraw. Work of Mountbatten. British acceptance of partition as a solution. Further communal violence.

## **A6 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

- Reasons for and growth of Polish opposition to Soviet control. The leadership of Lech Walesa. Key events and influence of Solidarity 1980-88. Success of Solidarity 1989-90.
- Overspending due to the invasion of Afghanistan, arms race and Cold War. Inefficiency of Soviet industry and agriculture. Absenteeism, drunkenness. Stagnation under Brezhnev. Changes in leadership 1982-85
- Gorbachev's aims and methods. Perestroika and glasnost in Soviet Union, 'Sinatra' Doctrine in Eastern Europe.
- The loosening Soviet grip on Eastern Europe. Key developments in Hungary, Romania, Poland and Bulgaria.
- Influence of Gorbachev's policies and visit 1987. Growth of opposition to Soviet and communist rule 1987-89. Events in Prague in November/December 1989. Gorbachev and changes in Czech government.
- Growth of opposition in East Germany to communism and Soviet control 1987-89. Key events in autumn 1989. Pulling down the Berlin Wall. Reasons for reunification in 1990.

**B1 Changing nature of warfare, 1803-1908**

- 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, 1815-1908
- Changing methods of sea warfare, 1815-1908
- Warfare at the beginning of the twentieth century

- Tactics, weaponry, navies and armies at the beginning of the nineteenth century.
- Significance of key Napoleonic campaigns including Ulm and Austerlitz, the Peninsular Campaign and guerrilla warfare, the Russian Campaign and Waterloo. Importance of the Battle of Trafalgar to naval warfare.
- Key developments, including lessons of Crimean War, Prussian Wars of unification including wars with Denmark 1864, Austria 1866 and France 1870-71. British colonial conflicts (Afghanistan and Boer Wars) – new tactics, weaponry (needle-gun) and methods.
- Developments in warships especially change from sail to steam power and from wood to iron ships. Improvements in weaponry especially new breech loading guns and the emergence of underwater torpedoes. Lessons of the Russo-Japanese War.
- On land, developments in heavy artillery and machine guns. Large conscript armies. At sea, the importance of the battleship, emergence of the submarine and the development of the dreadnought.

## **B2 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

- Lack of understanding of causes of disease. Dangers in surgery. Attitudes to women and medicine, nursing and public health provision. Problems in public health.
- Anaesthetics and antiseptics: the work of Simpson and Lister, early opposition, impact of surgery in the nineteenth century. The battle against germs: work of Pasteur, Lister, Koch, Ehrlich, Fleming, Florey and Chain. Importance of penicillin.
- Florence Nightingale and Scutari. Changes and improvements in nursing. Elizabeth Garrett and the progress of women in medicine. Improvements in hospitals. Work of Lister. Influence of the two world wars on the role of women in medicine.
- Impact of cholera. The work of Chadwick and Snow and public health reform in the nineteenth century: The Public Health Acts of 1848 and 1875 and their impact. Liberal measures 1906-11.
- Importance of the First World War for medicine, surgery, X-rays, blood transfusion and fighting infection. Importance of Second World War for the development of penicillin, treatment of burns and skin grafts, blood transfusion and public health.

**B3 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

- Woodrow Wilson and the setting up of the League. The Covenant of the League of Nations. Setting up of the UN and the UN Charter.
- For the League, the General Assembly, Council, Secretariat, League agencies and commissions and membership in 1920. For the UN the General Assembly and Security Council, Secretariat, secretary-general, UN peacekeeping forces, Human Rights Commission and UN agencies and membership in 1945.
- For the League, the work of the Refugee and Health Organisations, the Mandates Commission and the Disarmament Commission. For the UN, WHO, ILO, FAO, UNESCO and UNICEF.
- Successes of the League including the Aaland Islands (1920), Upper Silesia (1921), the Greek-Bulgarian War (1925), Refugee and Drugs Committee. For the UN, Korean War (1950-53), the Suez Crisis (1956), the Congo (1960-64), the Gulf War (1991) and Mozambique (1990-94). Other case studies chosen by teachers may be used for both organisations.
- General weaknesses of the League and the UN. Failures in Corfu (1923), Manchuria (1931-33) and Abyssinia (1934-36). For the UN, Palestine (1947-48), Hungarian uprising (1956), the Lebanon (1975-85), Somalia (1991-95) and Bosnia (1992-95). Other case studies, chosen by teachers, can be used for both organisations.



**B4 Conflict, crisis and change: The Middle East, c1917-c1995**

- Build up of tension in Palestine
- The creation of Israel, the war of 1948-9 and the Suez Crisis of 1956
- The Arab-Israeli conflicts of 1967 and 1973
- Superpower involvement in the Middle East
- The attempts to find a lasting peace, 1979-95

- The Balfour Declaration. Jewish immigration. Clashes between Jews and Palestinians. The Peel Commission. Arab and Jewish terrorist activities. King David Hotel.
- Britain hands over problem to UN. UN partition plan. First Arab-Israeli War. Reason for Israeli victory. Palestinian refugee problem. Law of Return. Nasser's motives for nationalization of Suez Canal. Joint British, French, Israeli attack. UN action and attitude of superpowers. Results of crisis.
- Nasser and Arab aims versus Israel. Israeli attack on Arab neighbours in 1967. Events of Six Day War. Israeli gains. Reasons for Israeli success. Impact of war on Israel and on Arab states. Arab attack on Israel on Yom Kippur 1973. Reasons for early Arab success and eventual Israeli recovery. Effects of the war.
- Reasons for and examples of US support for Israel. Reasons for and examples of Soviet support for Arab countries. Superpower involvement in the Suez Crisis and the War of Yom Kippur. Impact of the Cold War on events in the Middle East.
- Reasons for the Camp David Agreements of 1979 including the motives of Sadat and Carter. The terms of the Agreement and its results. Attempts to achieve peace between Israel and the PLO including the motives of Rabin, Yasser Arafat and the USA. The terms and results of the Oslo Peace Accords of 1993.

**B5 Conflict, crisis and change: China, c1911-c1989**

- China 1911-34
- The triumph of Mao and the CCP, 1934-49
- Change under Mao, 1949-63
- The impact of the Cultural Revolution
- China, 1969-89

- The causes, events and results of the 1911 Revolution. China under the Warlords. The May the Fourth Movement. Sun Yat-Sen, Chiang Kai-shek and the Kuomintang. Mao Zedong and the emergence of the Chinese Communist Party. The Northern March and the Shanghai Massacres
- The events and importance of the Long March 1934-5. War with Japan 1937-45 – the role of the CCP, especially the Red Army, and the limitations of Kuomintang. Key features of the Civil War 1945-49. The Battle of Huai-Hai. Reasons for the success of Mao and the CCP in the Civil War.
- Changes in agriculture and industry including the first Five-Year Plan, attack on landlords, the Agrarian Reform Law, cooperatives and collectives. Changes in the role of women. Political changes including Thought Reform, the Three and Five Antis Campaigns. The Hundred Flowers Campaign. The reasons for, key features and effects of the Great Leap Forward.
- Mao's motives for the Cultural Revolution. Key features of the Cultural Revolution. The Red Guards, education and the 'cult of Mao'. Impact of the Cultural Revolution on China and Mao's position.
- Changes under Deng in education, birth control, agriculture and industry. Emergence of privatisation and westernisation. The rise and fall of the 'Gang of Four'. Deng's opposition to political reform. Origins of Democracy Movement 1979. The 'Democracy Wall' movement and Wei Jingsheng. Support of university students from 1986. Features and aims. Reaction of Deng. Tiananmen Square 1989.

**B6 Change in Africa from colonialism to independence, 1939-2000**

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

- The weakening of the colonial powers, especially Britain and France. The political, economic and social effects of the war on Africans. Strengthening of nationalism in many African states. Changing attitudes to colonialism. Pressures from the USA and the UN to end colonialism.
- West Africa – independence movements in Gold Coast (Ghana) and Nigeria and the achievements of Nkrumah. In East Africa, independence movements in Kenya, Tanganyika (Tanzania) and Uganda and the achievements of Kenyatta, Nyerere, Obote and Amin.
- Reasons for Belgian withdrawal and subsequent civil war. Lumumba, UN intervention and its effects. The achievements of Mobutu.
- Independence movements in Algeria and Tunisia and reasons for French withdrawal. The achievements of Habib Bourguiba and Ben Bella.
- The Nationalist Party, Dr Malan and the system of apartheid. Support for and opposition to apartheid at home and abroad. Effects of international sanctions. Changes in apartheid under Botha. The release of Nelson Mandela. The role of Mandela, the ANC and de Klerk in the end of apartheid. The transition to black majority rule.

**B7 The changing nature of warfare, c1936-c2003**

- The nature of warfare in the early 1930's
- 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

- Methods of warfare including gas, tanks and heavy artillery. Emergence of submarines and military aircraft – fighter and bomber planes.
- Blitzkrieg in Poland, Western Europe and the Soviet Union. Amphibious operations such as D-Day and the Allied advance 1944-45, including Arnhem and the Battle of the Bulge. The importance of Arab-Israeli conflicts and the first Gulf War. Guerrilla warfare especially in Vietnam and Afghanistan.
- The Battle of the Atlantic and developments in U-boat warfare. The development of the aircraft carrier and its importance in the War in the Pacific 1941-45 and the Falklands War. Nuclear submarines. The Battle of Britain, the Blitz, V weapons and the allied bombing of Germany. Importance of aircraft in Arab-Israeli Wars and first Gulf War.
- Reasons for dropping atom bombs in 1945. Key developments in nuclear warfare, especially the arms race 1945-90, and development of other weapons of mass destruction. MAD theory and attempts at arms limitation.
- Continuing importance of conventional warfare. Impact of terrorism, especially 9/11. High-tech warfare.

## Assessment

### Assessment summary

Paper 1 is externally assessed through an examination paper lasting 1 hour and 30 minutes.

Paper 2 is externally assessed through an examination paper lasting 1 hour and 30 minutes.

### Summary of table of assessment

<b>Paper 1</b>	<b>Paper code 4HI0/01</b>
Overview of assessment <ul style="list-style-type: none"> <li>• Students are assessed through an examination based on their depth studies.</li> <li>• Students answer two questions, one on each of the depth studies they have studied.</li> <li>• There are 50 marks available in total.</li> <li>• The examination time is 1 hour and 30 minutes.</li> </ul>	
<b>Paper 2</b>	<b>Paper code 4HI0/02</b>
Overview of assessment <ul style="list-style-type: none"> <li>• Students are assessed through an examination based on their historical investigation and breadth study in change.</li> <li>• Students answer two questions, one question on their historical investigation and one question on their breadth study in change.</li> <li>• There are 50 marks available in total.</li> <li>• The examination time is 1 hour and 30 minutes.</li> </ul>	

### Assessment Objectives and weightings

	<b>% in International GCSE</b>
AO1: Recall, select and communicate their knowledge of history	37%
AO2: Demonstrate their understanding of the past through explanation and analysis of, and judgements about, key features and the concepts in history of causation, consequence and change	36%
AO3: Use a range of source material to: <ul style="list-style-type: none"> <li>i) Comprehend, interpret and cross-refer sources</li> <li>ii) Evaluate historical claims</li> </ul>	27%
<b>TOTAL</b>	<b>100%</b>

## Relationship of Assessment Objectives to papers for Edexcel International GCSE in History

Paper number	Assessment Objective			Total for A01, A02 and A03
	A01	A02	A03	
Paper 1	24%	20%	6%	50%
Paper 2	13%	16%	21%	50%
<b>Total for International GCSE</b>	<b>37%</b>	<b>36%</b>	<b>27%</b>	<b>100%</b>

## **Entering your students for assessment**

### **Student entry**

Details of how to enter students for this qualification can be found in Edexcel's *Information Manuals*, copies of which are sent to all active Edexcel centres. The information can also be found on Edexcel's website: [www.edexcel.com](http://www.edexcel.com)

### **Forbidden combinations**

It is forbidden for students to take this qualification at the same time as the Edexcel Level 1/ Level 2 Certificate in History.

### **Classification code**

Centres should be aware that students who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

### **Access arrangements and special requirements**

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, 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.com/sfc](http://www.edexcel.com/sfc)) for:

- the *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

### **Equalities Act (2010)**

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for information relating to the Equalities Act.

## Assessing your students

The first assessment opportunity for Paper 1 and Paper 2 of this qualification will take place in the June 2014 series and in each following June series for the lifetime of the qualification. As this is a linear qualification, both papers must be taken in the same examination series.

### Your student assessment opportunities

Paper	June 2014	June 2015	June 2016	June 2017
Paper 1	✓	✓	✓	✓
Paper 2	✓	✓	✓	✓

### Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current *GCSE/GCE Code of Practice*, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The Edexcel International GCSE in History 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 International GCSE in History will be 2014.

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

### Language of assessment

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

### Stretch and challenge

Students can be stretched and challenged in the assessment of this qualification through the use of different assessment strategies, for example:

- using a variety of stems in questions – for example analyse, evaluate, discuss, compare
- ensuring connectivity between sections of questions
- a requirement for extended writing, use of a wider range of question types to address different skills – for example open-ended questions, case studies.

### Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website [www.jcq.org.uk/](http://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:

- GCE AS and A Levels in History.

## **Grade descriptions**

### **Grade A**

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

Candidates produce developed, reasoned, and well-substantiated explanations and analyses which consider the key features and concepts of history including causation, consequence and change.

Candidates interpret, comprehend and use critically a range of sources of information, in their historical context, to investigate issues and reach reasoned and substantiated conclusions. They evaluate historical claims and make reasoned judgements drawing on evidence.

### **Grade C**

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

Candidates produce structured descriptions and explanations of the key features and concepts of history including causation, consequence and change. Their descriptions and explanations show understanding of relevant causes, consequences and changes.

Candidates interpret, comprehend and use a range of sources of information to investigate issues and draw relevant conclusions. They evaluate historical claims and make sound judgements drawing on evidence.

### **Grade F**

Candidates 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.

Candidates comprehend sources of information and, taking them at their face value, begin to consider their usefulness in 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.com/resultsplus](http://www.edexcel.com/resultsplus)

**Ask the Expert** – to make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We'll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you'll be able find answers to many questions you might have by searching before you submit the question to us.

**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](http://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](http://www.edexcel.com).



## Appendices

Appendix 1: Wider curriculum	39
Appendix 2: Codes	41



## Appendix 1: Wider curriculum

### Signposting and development suggestions

Issue	Paper	Opportunities for development
Spiritual	1 and 2	<ul style="list-style-type: none"><li>Paper 1 – through study of the impact of religion on historical events, eg topic 3</li></ul>
Moral	1 and 2	<ul style="list-style-type: none"><li>Paper 1 – through study of the morality of dictatorship in topics 4, 5 and 7</li></ul>
Ethical	1 and 2	<ul style="list-style-type: none"><li>Paper 2 – through study of the impact of colonialism on Africa in B6</li></ul>
Social	1 and 2	<ul style="list-style-type: none"><li>Paper 2 – through study of changes in medicine in option B2</li></ul>
Legislative	1 and 2	<ul style="list-style-type: none"><li>Paper 2– through study of the changing role of international organisations and associated legislation in topic B3</li></ul>
Economic	1 and 2	<ul style="list-style-type: none"><li>Paper 1 – through study of international relations between the wars in option 6</li></ul>
Cultural	1 and 2	<ul style="list-style-type: none"><li>Paper 2 – through study of international organisations in option B3</li></ul>
European initiatives	1 and 2	<ul style="list-style-type: none"><li>Paper 2– through study of international organisations in option B3</li></ul>





## Appendix 2: Codes

Type of code	Use of code	Code number
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	4HI0
Entry codes	The entry codes are used to: <ul style="list-style-type: none"><li>• enter a student for assessment</li><li>• aggregate the student's paper scores to obtain the overall grade for the qualification.</li></ul>	Please refer to the Edexcel <i>International Information Manual</i> , available on the Edexcel website.

For information about Edexcel, BTEC or LCCI qualifications  
visit [qualifications.pearson.com](http://qualifications.pearson.com)

Edexcel is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL.  
VAT Reg No GB 278 537121

ISBN 978-1-4469-3242-1  
9 781446 932421 >