

# SYLLABUS

**Cambridge IGCSE®**  
**American History (US)**

**0409**

For examination in June and November 2019, 2020 and 2021.

Please check the syllabus page at [www.cie.org.uk/igcse](http://www.cie.org.uk/igcse) to see if this syllabus is available in your administrative zone.

## What has changed in Cambridge IGCSE American History (US) 0409 for 2019, 2020 and 2021?

This syllabus has been updated. The latest syllabus is version 2, published December 2016.

Significant changes to the syllabus are indicated by black vertical lines either side of the text.

### Changes in version 2 of the syllabus, published December 2016

Changes have been made to:

- Page 24, Depth Study C: the date in Key Question 1 now reads as 1901
- Page 27, Depth Study D: the following specified content point has been added under Revolutions:
  - domestic and student protest about Vietnam
- Page 27, Depth Study D: the following specified content point has been added under Women:
  - Women and domesticity in the 1950s

### Changes in version 1 of the syllabus, published September 2016

The syllabus has been revised for first examination in 2019. **You are strongly advised to read the whole syllabus before planning your teaching program.**

### Changes to syllabus availability

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is **not** available in all administrative zones. This syllabus is available to **all** schools in the USA (zones 1 and 2).

### Changes to combinations of syllabi

From 2019, candidates will no longer be permitted to take this syllabus in the same series with the following syllabi:

- 0416 Cambridge IGCSE History (US)
- 0470 Cambridge IGCSE History.

## Note

**Please read the *Cambridge Glossary* alongside this syllabus. This is available from our website. Administration materials appear in UK English and are standard for all our international customers.**

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# 1. Introduction

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## 1.1 Why Choose Cambridge?

Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

Our international qualifications are recognized by the world's best universities and employers, giving students a wide range of options in their education and career. As a nonprofit organization, we devote our resources to delivering high-quality educational programs that can unlock student's potential.

Our programs and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigor and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge students from 10,000 schools in 160 countries prepare for their future with an international education from Cambridge.

### Cambridge Students

Our mission is to provide educational benefit through provision of international programs and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge students who are:

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

### Recognition

Cambridge IGCSE is recognized by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Support for Teachers

A wide range of materials and resources is available to support teachers and students 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/exams officers](http://www.cie.org.uk/exams officers)

Our systems for managing the provision of international qualifications and education programs for students aged 5 to 19 are certified as meeting the internationally recognized 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 IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabi provide opportunities for contextualized learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our goal is to balance knowledge, understanding, and skills in our programs and qualifications to enable students 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 IGCSEs, 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 IGCSEs are considered to be an excellent preparation for Cambridge International AS & A Levels, the Cambridge AICE (Advanced International Certificate of Education) Diploma, Cambridge Pre-U, and other education programs, such as the US Advanced Placement program and the International Baccalaureate Diploma program. Learn more about Cambridge IGCSEs at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

### Guided Learning Hours

Cambridge IGCSE syllabi 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 candidates' prior experience of the subject.

## 1.3 Why Choose Cambridge IGCSE American History (US)?

Cambridge IGCSE American History (US) offers candidates the opportunity to discover key issues, ideas, people, and events that shaped the emergence and development of the United States, from the mid-eighteenth century to the start of the twenty first century. In doing so, candidates develop an understanding of the present as well as the past. The syllabus enables candidates to study American history through the use of original historical sources, objects, and visits to sites. This syllabus promotes development of lifelong skills such as research, critical analysis, and communication. Throughout this syllabus, acquisition of historical knowledge is underpinned by an investigative approach.

### Prerequisites

We recommend that candidates who are beginning this course should have previously studied some history.

## Progression

Cambridge IGCSEs are general qualifications that enable candidates to progress directly to employment, or to proceed to further qualifications in another subject area or at a higher level, requiring more specific knowledge, understanding and skills.

Candidates who are awarded grades A\* to C in Cambridge IGCSE American History (US) are well prepared to follow courses leading to Cambridge International AS & A Level History, or the equivalent.

## 1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognizing the achievements of candidates who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at [www.cie.org.uk/cambridgesecundary2](http://www.cie.org.uk/cambridgesecundary2)

## 1.5 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](mailto: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](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organization can register to become a Cambridge school.

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## 2. Teacher Support

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### 2.1 Support Materials

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

For teachers at registered Cambridge schools a range of additional support materials for specific syllabi is available from Teacher Support, our secure online support for Cambridge teachers. Go to <https://teachers.cie.org.uk> (username and password required). If you do not have access, speak to the Teacher Support coordinator at your school.

### 2.2 Endorsed Resources

We work with publishers providing a range of resources for our syllabi including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to make sure they provide a high level of support for teachers and students.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching. See [www.cie.org.uk/i-want-to/resource-centre](http://www.cie.org.uk/i-want-to/resource-centre) for further information.

### 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.

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## 3. Syllabus Overview

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### 3.1 Content

All candidates study all the Core Content in **either**:

Option A

#### **Emergence of a Nation 1754–1890**

The content focuses on the following Key Questions:

- How and why did the United States develop as an independent nation?
- Why had the borders of the United States changed so much by 1853?
- How and why did the lives of Native Americans change?
- What were the causes and consequences of the Civil War?
- How, and with what effects, did the economy change after 1850?
- What was the impact of immigration after 1850?

**Or**

Option B

#### **Consolidating the Nation 1890–2000**

The content focuses on the following Key Questions:

- What impact did the growth of cities have on Americans before 1920?
- Was the 1920s a “boom” time for all Americans?
- What were the causes of the Wall Street Crash and the consequences of the Great Depression?
- How did the lives of African Americans change during the period from 1890 to 1970?
- How did the United States manage its relationship with the rest of the world after 1945?
- How did the United States deal with domestic challenges after 1945?

In addition, all candidates must also study at least **one** of the following Depth Studies:

- A Manifest Destiny and Early Expansion 1830–1880
- B The Women’s Suffrage Movement 1866–1920
- C The United States and the World 1880–1917
- D American Society and Popular Culture c.1920–1970



## 3.2 Assessment

Candidates take all **three** compulsory components.

Components	Weighting
<p><b>Component 1 Making of a Nation</b> <b>2 hours</b></p> <p><b>Written paper</b></p> <p>Candidates answer <b>three</b> questions from the core content from <b>either</b> Section A <b>or</b> Section B.</p> <p>All questions are in the form of structured essays, split into three parts: (a), (b), and (c).</p> <p>60 marks</p> <p>Externally marked.</p>	45%
<p><b>Component 2 Depth Study</b> <b>1 hour 45 minutes</b></p> <p><b>Written paper</b></p> <p>Candidates answer <b>five</b> questions on <b>one</b> Depth Study.</p> <p>All questions are based on a range of source material.</p> <p>45 marks</p> <p>Externally marked.</p>	35%
<p><b>Component 3 Personal Study</b></p> <p><b>Coursework</b></p> <p>Candidates produce a research-based essay (1,400–1,600 words).</p> <p>This component is marked by the teacher and moderated by Cambridge.</p> <p>25 marks</p> <p>Internally marked/externally moderated.</p>	20%

## Availability

This syllabus is examined in the June and November examination series. Candidates who wish to resit the written examinations for components 1 and 2 in the November series carry forward their coursework mark for component 3.

This syllabus is not available to private candidates.

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is **not** available in all administrative zones. To find out about the availability visit the syllabus page at [www.cie.org.uk/igcse](http://www.cie.org.uk/igcse)

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

## Combining This With Other Syllabi

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

- 0416 Cambridge IGCSE History (US)
- 0470 Cambridge IGCSE History
- syllabi with the same title at the same level.

Please note that Cambridge IGCSE, Cambridge IGCSE (9–1) (Level 1/Level 2 Certificate) and Cambridge O Level syllabi are at the same level.

## 4. Syllabus Goals and Assessment Objectives

### 4.1 Syllabus Goals

The goals of Cambridge IGCSE American History (US) are to:

- stimulate interest in and enthusiasm about the past
- promote the acquisition of knowledge and understanding of human activity in the past
- ensure that the candidates' historical knowledge is rooted in an understanding of the nature and use of historical evidence
- promote an understanding of the nature of cause and consequence, continuity and change, and similarity and difference
- provide a sound basis for further study and the pursuit of personal interest
- encourage international understanding
- encourage the development of linguistic and communication skills.

The goals are not listed in order of priority.

### 4.2 Assessment Objectives

The four assessment objectives (AOs) are:

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

**AO2:** an understanding of the past through explanation, analysis, and substantiated judgments of:

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

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

**AO4:** an ability to:

- use critically a range of sources to generate an interpretation of the significance of an event, person, site, or object in their historical context
- provide appropriate acknowledgment of sources.

The ability to communicate accurately, appropriately, concisely, and effectively underpins all AOs and is not assessed separately.

### 4.3 Relationship Between Assessment Objectives and Components

	Component 1 (%)	Component 2 (%)	Component 3 (%)	Whole assessment (%)
AO1	50	22.5	0	31
AO2	50	22.5	40	38
AO3	0	55	0	19
AO4	0	0	60	12
AO4	0	0	60	12

## 4.4 Grade Descriptions

### Grade A

To achieve a Grade A, a candidate will be able to:

- accurately recall, select, and deploy relevant historical knowledge to support a coherent and logical argument
- communicate in a clear and coherent manner using appropriate historical terminology
- demonstrate an understanding of the complexity of historical concepts
- distinguish clearly between cause and consequence, change and continuity, and similarity and difference, by selectively deploying accurate and relevant historical evidence
- show an understanding of individuals and societies in the past
- understand the importance of trying to establish motives
- interpret and evaluate a wide range of historical sources and their use as evidence
- identify precisely the limitations of particular sources
- compare and contrast a range of sources and draw clear, logical conclusions.

### Grade C

To achieve a Grade C, a candidate will be able to:

- recall, select, and deploy relevant historical knowledge in support of a logical argument
- communicate mostly clearly and coherently, using some appropriate historical terminology
- distinguish between cause and consequence, change and continuity, and similarity and difference, by the deployment of accurate though limited evidence
- show an understanding of individuals and societies in the past
- interpret and evaluate historical sources and their use as evidence
- indicate the limitations of particular historical sources
- compare and contrast a range of sources and draw coherent conclusions.

### Grade F

To achieve a Grade F, a candidate will be able to:

- recall a limited amount of accurate and relevant historical knowledge
- use simple historical terminology and communicate in an understandable form
- demonstrate a basic understanding of the historical concepts of causation, change, and continuity, and similarity and difference
- display knowledge of the perspectives of other people, based on specific examples of situations and events
- interpret and evaluate historical sources and their use as evidence in a limited way
- make comparisons between pieces of evidence without drawing conclusions.

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## 5. Curriculum Content

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Candidates study ALL the Core Content in **either**:

Option A **Emergence of a Nation 1754–1890**

Or

Option B **Consolidating the Nation 1890–2000**

In addition, candidates must also study at least **one** of the Depth Studies.

The Core Content is structured around a series of key questions, focus points, and specified content:

- **Key Questions** define the over-arching issues of that part of the syllabus content.
- **Focus Points** identify the issues that need to be addressed for the candidates to gain an understanding of the topic.
- **Specified Content** provides guidance on what needs to be studied for each Focus Point.

Teaching and learning should focus on:

- continuity, development, and change over time (including continuities/discontinuities and changes in direction)
- causation and consequence
- the significance of key turning points and individuals.

All dates are inclusive and define the period for study. If dates in a Focus Point are different from those in the Key Question, they limit study of that Focus Point to the narrower time span. This syllabus starts in 1754 and ends in 2000. Teachers might wish to spend a short time setting the scene with a little background, but this should be kept very brief. No question will be set that assumes any understanding of events or issues pre-1754.

## 5.1 Core Content: Option A

### Emergence of a Nation 1754–1890

The core content in Option A focuses on six Key Questions. All of this content should be studied.

- 1 How and why did the United States develop as an independent nation?
- 2 Why had the borders of the United States changed so much by 1853?
- 3 How and why did the lives of Native Americans change?
- 4 What were the causes and consequences of the Civil War?
- 5 How, and with what effects, did the economy change after 1850?
- 6 What was the impact of immigration after 1850?

#### 1 How and why did the United States develop as an independent nation?

##### Focus Points:

- Why did relations between the British and the colonists change prior to 1776?
- How was the Constitution created?
- What was the significance of the Bill of Rights?
- To what extent did the United States become more democratic by 1840?

##### Specified Content:

- Response of the colonists to British rule 1754–76
- The Articles of Confederation
- The making of the Constitution
- Creation and key details of The Bill of Rights
- The role of the presidency before 1830
- Political parties: Federalists, Democrats, and Whigs
- The ideas and impact of Jacksonian Democracy.

#### 2 Why had the borders of the United States changed so much by 1853?

##### Focus Points:

- How important was the role of France in shaping the borders of the United States?
- To what extent were war and diplomacy with Britain important in defining United States borders?
- How significant was Spanish influence on America from 1754?
- How did relations with Mexico change?

##### Specified Content:

- The French and Indian War, 1754
- The role of foreign powers in the Revolutionary War, 1775–83
- The Louisiana Purchase, 1803
- The War of 1812 and its impact
- The declining influence of Spain and the acquisition of Florida 1819
- Annexation of Texas, 1845–46
- Settlement of the border with Canada: the treaty of 1846
- War and peace with Mexico 1846–53: including the Treaty of Guadalupe Hidalgo.

### 3 How and why did the lives of Native Americans change?

#### Focus Points:

- In what ways did the status of Native Americans change from 1754 to 1783?
- What was the impact of a growing United States on Native Americans from 1784 to c.1840?
- How did the Plains/Indian Wars change the relationship between Native Americans and the United States?
- What was the impact of the Reservation System and the Dawes Act?

#### Specified Content:

- Native Americans' relations with the colonists, before Independence; Pontiac Rebellion
- Tecumseh's Confederacy
- Andrew Jackson and the Indian Removal Act, 1830
- The impact of westward expansion on Native Americans
- Main conflicts of the Plains/Indian Wars:
  - Sand Creek Massacre, 1864
  - Red River War, 1874–75
  - Battle of the Little Bighorn, 1876
- Reservations and the Dawes Act, 1887
- The Battle of Wounded Knee, 1890, and its impact on Native Americans.

### 4 What were the causes and consequences of the Civil War?

#### Focus Points:

- How important was the principle of States' Rights before 1861?
- In what ways did slavery contribute to the outbreak of the Civil War?
- What was the significance of Lincoln's election as president on the Civil War?
- Was Reconstruction successful in reuniting the country?

#### Specified Content:

- The search for compromise:
  - the Missouri Compromise, 1820
  - the Compromise of 1850
  - the rise of sectionalism in the 1850s
  - the Kansas–Nebraska Act, 1854; "Bleeding Kansas"
- Growing tension:
  - rise of the Republican Party
  - Southern response
  - the Dred–Scott episode, 1857
  - John Brown
- The Lincoln–Douglas Debates, 1858
- The election of Lincoln; secession, 1860–61

- Reconstruction:
  - the Freedmen’s Bureau
  - the Black Codes
  - the 13th, 14th, and 15th Amendments to the Constitution
  - the Enforcement Acts
  - the “Slaughter House Cases”, 1873
  - the 1876 compromise
  - Jim Crow laws.

## 5 How, and with what effects, did the economy change after 1850?

### Focus Points:

- Why did the North industrialize in the second half of the nineteenth century?
- What was the impact of railroads?
- How did industrialization affect living and working conditions?
- Why did political groupings based on labor unions and farming emerge during this period?

### Specified Content:

- The industrial revolution in the North: factories, industrial output, inventions
- The growth of key railroads and their impact on the economy and communities at local and national level
- Living and working conditions:
  - housing in cities
  - sanitation
  - child labor
  - factory conditions
- Development of early labor and farming unions:
  - National Labor Union
  - The Knights of Labor
  - The American Federation of Labor
  - The Farmers’ Alliance
  - Populism.



## 6 What was the impact of immigration after 1850?

### Focus Points:

- What attracted people to the United States?
- How did the ethnic composition of the United States change in the second half of the nineteenth century?
- What impact did immigration have on major cities?
- What reactions did immigrants encounter?

### Specified Content:

- Pull factors for immigration including “Land of Liberty” and economic opportunities
- Homestead Act, 1862
- Increase in Mexican immigration in the second half of the nineteenth century
- Changing profiles of immigration: migration from Central, Southern, and Eastern Europe
- Immigrants from Asia:
  - Chinese workers on the railways
  - Chinese Exclusion Act, 1882
  - Japanese workers in Hawaii from 1885
- Impact of immigrant customs and culture on major cities
- Tensions between immigrant communities
- Stereotypes and prejudices
- Groups with policies opposed to immigration:
  - the American Party, 1845–1860
  - “Know Nothing” movement, 1850s
  - Ku Klux Klan.

## 5.2 Core Content: Option B

### Consolidating the Nation 1890–2000

The core content in Option B focuses on six Key Questions. All of this content should be studied.

- 1 What impact did the growth of cities have on Americans before 1920?
- 2 Was the 1920s a “boom” time for all Americans?
- 3 What were the causes of the Wall Street Crash and the consequences of the Great Depression?
- 4 How did the lives of African Americans change during the period from 1890 to 1970?
- 5 How did the United States manage its relationship with the rest of the world after 1945?
- 6 How did the United States deal with domestic challenges after 1945?

#### 1 What impact did the growth of cities have on Americans before 1920?

##### Focus Points:

- How did living and working conditions in US cities change?
- How did labor relations change in this period?
- Why did Progressivism become popular?
- How effective was Progressivism in this period?

##### Specified Content:

- City living conditions, the attractions and its negatives—slums, sanitation, crime
- The debate around living and working conditions:
  - *How the Other Half Lives*, 1890
  - *The Jungle*, 1906
  - Triangle Shirtwaist Factory fire, 1911
- Labor relations and unrest:
  - the Industrial Workers of the World (“the Wobblies”)
  - “yellow dog contracts”
- The aims of the Progressive movement including the influence of “muckrakers”
- Progressivism at a local level including Robert M. La Follette and the “Wisconsin Idea,” the breaking of vested interests, social welfare reforms
- Progressive Era Amendments including income tax, state elections for senators, prohibition, women’s suffrage
- The limits of Progressivism including the issue of social justice.

## 2 Was the 1920s a “boom” time for all Americans?

### Focus Points:

- What policies encouraged a “boom” in the 1920s?
- Why did new consumer products emerge?
- How did the “boom” change the lives of Americans?
- Did everyone benefit from the effects of the “boom”?

### Specified Content:

- Policies of Republican presidents including Protective Tariffs, “Normalcy”, “laissez-faire”
- Post-War prosperity:
  - rising productivity and real wages
  - availability of credit
  - growth of marketing and advertising
  - consumerism
- Industrial expansion:
  - electric power and electric appliances
  - motor industry, mass production and assembly line
- Change and continuity in the lives of women including women in traditional roles and the emergence of the “New Woman”
- The economic condition of farmers and farm laborers
- Impact of the “boom” on traditional industries including textiles and coal mining
- Regional variations, urban vs. rural.

## 3 What were the causes of the Wall Street Crash and the consequences of the Great Depression?

### Focus Points:

- What were the causes of the Wall Street Crash in October 1929?
- How were different groups in the United States affected by the Great Depression?
- How effective was President Hoover’s response to the Great Depression before 1933?
- To what extent did the New Deal help the United States?

### Specified Content:

- Economic and financial conditions such as:
  - overproduction
  - falling demand
  - the rise in personal debt
  - speculation
  - “buying on margin”
- The Great Depression and poverty:
  - Hoovervilles
  - the Dust Bowl
  - impact on families
  - rise in discrimination
- President Hoover’s recovery policies including Hoover Dam, Reconstruction Finance Corporation (RFC)

- The First Hundred Days and the New Deal, 1933
  - stabilizing financial institutions
  - relief provision
  - job creation
  - economic regulation through the “alphabet agencies”
- The Second New Deal, 1935:
  - new agencies and legislation
  - rural electrification
  - the Social Security system
- The limitations of the New Deal:
  - women
  - African Americans.

#### 4 How did the lives of African Americans change during the period from 1890 to 1970?

##### Focus Points:

- How did the status of African Americans change during the period from 1890 to 1920?
- How did African American leaders and pressure groups fight for change before 1945?
- How and with what success did the Civil Rights movement gain momentum after 1945?
- Why were there different approaches to campaigning for civil rights?

##### Specified Content:

- The status of African Americans in 1890 including Jim Crow: lynching
- The impact of Booker T. Washington and the Atlanta Compromise
- Plessy vs. Ferguson, 1896
- William Du Bois and the NAACP
- The Great Migration
- The Harlem Renaissance
- The challenges to the Jim Crow laws during the 1950s and early 1960s
- Key Civil Rights Legislation:
  - Civil Rights Act, 1964
  - Voting Rights Act, 1965
- Martin Luther King and nonviolent protest
- The rise of radical Black activism:
  - Malcolm X
  - Black Power
  - The Black Panthers.

## 5 How did the United States manage its relationship with the rest of the world after 1945?

### Focus Points:

- What were the aims and role of the United States in Second World War conferences?
- Why and with what success did the United States follow a policy of containment?
- How did relations between the United States and the Soviet Union change during the period after 1945?
- How important was the role of the United States in ending the Cold War?

### Specified Content:

- Conferences at Yalta and Potsdam, 1945
- The Truman Doctrine, 1947
- The Marshall Plan, 1948
- Causes and consequences of containment:
  - The Berlin Airlift to break the Berlin Blockade, 1948–49
  - The Korean War, 1950–53
  - The Vietnam War, 1954–75
- Key factors in the changing relations between the United States and the Soviet Union:
  - Nuclear rivalry
  - The Cuban Missile Crisis
  - proliferation and arms control
  - détente
  - Able Archer exercise
- President Reagan and his role in the end of the Cold War.

## 6 How did the United States deal with domestic challenges after 1945?

### Focus Points:

- Why was McCarthyism important?
- Why did the economy expand after the Second World War?
- How extensive were the reform programs of the 1960s?
- How did the United States deal with the economic challenges of the 1970s and 1980s?

### Specified Content:

- McCarthyism: Congressional hearings, House Un-American Activities Committee
- Economic growth and prosperity, 1945–69: business restructuring, conglomerates, the franchise, McDonald's
- Kennedy's "New Frontier"
- Johnson's "Great Society"
- The impact of the Vietnam War on the economy: inflation and deficit spending in the 1970s
- Energy issues:
  - The oil crisis of 1972–73
  - Carter's energy plan
  - the nuclear energy debate
- Reaganomics

## 5.3 Depth Studies

Candidates must study at least **one** of the following Depth Studies:

- A Manifest Destiny and Early Expansion 1830–1880
- B The Women's Suffrage Movement 1866–1920
- C The United States and the World 1880–1917
- D American Society and Popular Culture c.1920–1970

### Depth Study A: Manifest Destiny and Early Expansion 1830–1880

#### 1 Why did the West become attractive to different groups of people?

**Focus Points:**

- What were the main ideas of Manifest Destiny and how were they portrayed?
- Why did the Mormons settle in Utah?
- What impact did the availability of natural resources have on westward expansion?

#### 2 To what extent did people overcome the challenges of traveling west?

**Focus Points:**

- Which routes were used to travel west?
- What were the obstacles and problems faced by those who traveled west?
- How did people organize themselves to travel west?

#### 3 How successful were attempts to build a new society in the West?

**Focus Points:**

- What challenges were faced by those who settled in the West?
- How was law and order maintained?
- How was government established in the areas settled?

#### 4 To what extent did life in the West change?

**Focus Points:**

- What impact did the railroad have on westward expansion?
- How did new farming techniques change the West?
- What were the main features of Western society by 1880?

**Specified Content:**

- John O’Sullivan and the term Manifest Destiny
- Manifest Destiny and art, e.g. *Westward the Course of Empire Takes Its Way* by Emmanuel Leutze; *American Progress* by John Gast
- Brigham Young and the Mormon trek West: Salt Lake City
- Availability of natural resources including land (Homestead Act 1862, Morrill Act 1862, Desert Land Act 1877, Timber and Stone Act 1878); gold
- Overland travel including the Oregon Trail, the Santa Fe Trail, the California Trail
- Travel by river and sea
- Life on the wagon trails
- Challenges faced by settlers including climate, resources, geographical obstacles, disease, Native Americans, rivalries between settlers
- Lawlessness and law enforcement officers
- Differing forms of government
- The impact of railroads
- Changes to farming:
  - irrigation
  - tools
  - crops
  - barbed wire
- Features of Western society.

## Depth Study B: The Women's Suffrage Movement 1866–1920

1 How effectively did women organize their campaign for the vote from 1866 to 1890?

**Focus Points:**

- Who supported the suffrage movement and why?
- How important were individual leaders?
- To what extent was the suffrage movement a national one?

2 To what extent did the methods used by the women's suffrage movement change?

**Focus Points:**

- How did campaign methods change in this period?
- To what extent did women's involvement in other campaigns affect the suffrage movement?
- How successful were the campaign methods used by the suffrage movement?

3 How successfully did the women's suffrage movement deal with the challenges it faced?

**Focus Points:**

- How influential were the anti-suffragists?
- How unified was the suffrage movement?
- What was the impact of the 14th and 15th Amendments upon the suffrage movement?

4 To what extent did the women's suffrage movement increase in momentum after 1890?

**Focus Points:**

- What were the aims of Carrie Catt's "Winning Plan" strategy?
- What actions did the suffrage movement take during the First World War?
- How important was Woodrow Wilson to the suffrage campaign?



**Specified Content:**

- Suffrage movement leaders including Lucretia Mott, Susan B. Anthony, Elizabeth Cady Stanton, Lucy Stone, and Henry Browne Blackwell
- Opponents of women's suffrage
- The American Equal Rights Association (1866); civil disobedience
- Disagreement over the 14th and 15th Amendments:
  - National Women Suffrage Association [NWSA] (1869)
  - American Women Suffrage Association [AWSA] (1869)
- New Departure Strategy
- The National American Woman Suffrage Association [NAWSA], 1890
- East versus West
- Links with the campaign for African American civil rights
- Links to social campaigns including The Woman's Christian Temperance Union, 1874
- Reasons for and impact of divisions in the movement, e.g. social vs. political divisions
- Alice Paul and the Congressional Union 1913; international links and new ideas
- Women's role in the First World War
- Woodrow Wilson and women's suffrage
- The passing of the 19th Amendment to the Constitution, 1920.

## Depth Study C: The United States and the World 1880–1917

1 In what ways was the United States involved with other countries before 1901?

**Focus Points:**

- What factors influenced US foreign policy in this period?
- What involvement did the United States have in China and Japan?
- Why and how did the United States become involved in events in Hawaii?

2 What were the causes and consequences of the Spanish American War?

**Focus Points:**

- Why and how was the United States involved in the Spanish American War?
- What was the impact in the United States of the Spanish American War?
- What were the territorial consequences of the Spanish American War?

3 How successful was US foreign policy in Central and South America after 1902?

**Focus Points:**

- Why was there increased US involvement in the region?
- Why was the construction of the Panama Canal important to the United States?
- To what extent did the United States gain from its increased involvement in this region?

4 To what extent had US foreign policy changed by 1917?

**Focus Points:**

- How did attitudes toward involvement in international affairs change within the United States?
- To what extent was Wilson's foreign policy different from his predecessors in this period?
- Why did the United States enter the First World War in 1917?

**Specified Content:**

- Development of manifest destiny into imperialism
- Economic motivations
- The Boxer Rebellion
- Open Door policy in China, e.g. trade
- Links with Japan
- Annexation of Hawaii
- The Spanish American War:
  - the USS Maine
  - tension in Cuba
  - Spanish imperial ambitions
  - public opinion
  - political debates
  - the impact of yellow journalism
- Relations between Cuba and the United States after 1902
- The Philippines, Puerto Rico, and Guam
- The Teller and Platt Amendments
- Discussions and developments around the Panama Canal
- William Taft and “Dollar Diplomacy”
- The Roosevelt Corollary
- Public opinion toward the War in Europe
- Foreign policy on the eve of the First World War
- Diplomacy and entry into the First World War.

## Depth Study D: American Society and Popular Culture c.1920–1970

1 How significant were changes in American society in the 1920s and 1930s?

**Focus Points:**

- How significant were changes in entertainment during this period?
- Who experienced a bigger change, men or women?
- To what extent did all Americans experience the same change?

2 To what extent was the 1950s a decade of conformity?

**Focus Points:**

- What was the impact of McCarthyism on society?
- To what extent did religion become more popular during the 1950s?
- To what extent did young people rebel against established society during the 1950s?

3 How big was the impact of the 1960s on American society?

**Focus Points:**

- To what extent were ordinary Americans affected by the “revolutions” of the 1960s?
- How radical were the changes in design, fashion, and music during the 1960s?
- How important was political protest in this decade?

4 To what extent did American society change after the Second World War?

**Focus Points:**

- How quickly did the lives of women change?
- To what extent did immigration have an impact on American society after the Second World War?
- How significantly did the lives of Native Americans change?

**Specified Content:**

- The Jazz Age 1920–39:
  - Hollywood and movie making
  - the spread of newspapers and magazines
  - radio
  - jazz clubs and dance halls
  - growth in popularity of sport
  - crime and gangsters
- Lifestyles of men and women in the 1920s
- Differences between urban and rural lifestyles and values including religious fundamentalism; the Scopes Monkey Trial, 1925
- McCarthyism and culture, e.g. *The Crucible* and impact on Hollywood
- The increased popularity and diversity of religion in the 1950s: mass evangelism and impact of television
- 1950s emergence of teenage rebellion:
  - Beatniks and Greasers
  - influence of movies, books, music
- 1960s style (design, fashion, music)
- Revolutions:
  - sexual revolution
  - drug culture
  - domestic and student protest about Vietnam
  - Hippies, Woodstock, and Altamont
- Women:
  - Women and domesticity in the 1950s
  - Employment opportunities for women during the Second World War
  - Rosie the Riveter
  - Feminism in the 1960s: the National Organization for Women
- Immigration:
  - the Bracero Program
  - Mexican and Puerto Rican migrants to the North in the 1940s and 1950s
  - the Zoot Suit Riots, 1940s
  - Cuban immigrants after 1959
- Native Americans:
  - the American Indian Movement
  - the Red Power Movement
  - legal changes in the 1960s.

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## 6. Description of Components

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### 6.1 Component 1: Making of a Nation

The written paper lasts two hours.

Candidates answer **three** questions from **either** Section A **or** Section B.

**Section A: Emergence of a Nation 1754–1890** contains six questions set from the Core Content.  
Candidates answer any **three** questions.

**Section B: Consolidating the Nation 1890–2000** contains six questions set from the Core Content.  
Candidates answer any **three** questions.

All questions in Component 1 are in the form of structured essays, split into three parts: (a), (b), and (c).  
No stimulus material will be provided.

### 6.2 Component 2: Depth Study

The written paper lasts 1 hour 45 minutes.

The written paper has four Depth Studies:

- A Manifest Destiny and Early Expansion 1830–1880
- B The Women's Suffrage Movement 1866–1920
- C The United States and the World 1880–1917
- D American Society and Popular Culture c.1920–1970

Candidates answer **all** five questions within **one** Depth Study.

A number of written and pictorial sources (up to 7) will be provided for each Depth Study. The five questions are based on the source material provided. The time allowed for the examination includes sufficient time to read the sources and questions for **one** Depth Study.

This is a compulsory component.

The paper is an externally set assessment, marked by Cambridge.

### 6.3 Component 3: Personal Study

For this component, candidates undertake a research-based inquiry into an event, person, site, or object. Each candidate must research the event, person, site, or object in its context to assess its historical significance.

Candidates should evaluate the limitations of their study, identifying aspects for further research and explaining how further research would advance our historical understanding of the event, person, site, or object.

An authentication cover sheet will be required. This is a declaration signed by the teacher and the candidate.

Teachers mark the coursework and submit all marks and a sample of the marked work to Cambridge for moderation.

Candidates who wish to retake in November do not submit new coursework, but will carry forward their June coursework mark.

Further information regarding Component 3: Personal Study can be found in Section 7: Coursework Guidance for Centers.

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## 7. Coursework Guidance for Centers

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### 7.1 The Nature and Setting of Coursework

Candidates complete **one** piece of written coursework, based on an event, person, site, or object with historical significance.

Each candidate must submit a single word-processed research-based essay (1,400–1,600 words, not including the bibliography and references). Work that exceeds the upper limit will be excluded from the assessment.

The essay must comprise:

- a description of a US event, person, site, or object
- an assessment of the historical significance of the event, person, site, or object
- an evaluation of the limitations of the study, identifying aspects for further research and explaining how further research would advance our historical understanding of the event, person, site, or object.

All parts should be of sufficient length to allow the candidate to score at the highest level of which they are capable.

Candidates may include visual material in their work if it clarifies a point in their description or in their assessment of historical significance (i.e., it should not merely be for illustration).

#### Choice of Event, Person, Site, or Object

The class teacher selects **one** event, person, site, or object that the entire class will investigate individually. The choice of an event, person, site, or object is important; the event, person, site, or object must be of sufficient and varied historical significance to offer an appropriate focus for investigation and to allow candidate(s) to reach the highest levels in the mark scheme. The emphasis should be on an ordinary event, person, site, or object so its significance will be local/regional. There is no requirement to select somewhere of national significance.

Equally, the event, person, site, or object should not be so large or of such great significance that an assessment of it cannot do justice to the subject within the specified word limit. If a teacher wishes to choose an event, person, site, or object that is of national importance, it is recommended that the scope of the inquiry be narrowed to make the study manageable within the word limit.

A site can be chosen from anywhere in the United States. Any object chosen must have been created in the United States or its predecessor states, or be of major significance to the United States. An event, person, site, or object can be from any period covered by the syllabus but it must allow for the assessment of historical significance.

If a site or object is chosen, it is desirable for the candidate to have direct access to the site or object in an educational visit as their description should be based on personal observation supported by additional evidence gathered from source material.

Every candidate in a class should study the same event, person, site, or object. Working on a single site or object makes it more practical to arrange a field trip to visit the site or to view the object in person. It also



makes it easier for candidates to share primary and/or secondary resources in their individual research and marking the work of the class is more straightforward.

The following is an example of a possible **event** to investigate:

- The Battle of the Little Bighorn within Depth Study A “Manifest Destiny and Early Expansion 1830–1880.”

The following are examples of possible **people** to investigate:

- the role of Benjamin Franklin within the first key question in Option A “How and why did the United States develop as an independent nation?”
- Lucretia Mott as a precursor to Depth Study B “The Women’s Suffrage Movement 1866–1920.”

The following is an example of a possible **site** to investigate:

- Villa de Guadalupe Hidalgo, Mexico City, in the context of Option A “War and Peace with Mexico 1846–53”.

The following are examples of possible **objects** to investigate:

- a prototype machine (e.g., a wind pump or piece of farm equipment) because the major impact it had on the way life operated provides a historical significance which can be explored
- National City Lines Bus 2857 (in the Henry Ford Museum, Michigan) because of what it represents and/ or its role in the Montgomery Bus Boycott provides a historical significance which can be explored.

Questions that could be asked to establish the suitability of an event, person, site, or object as the focus for coursework are:

- What significance does the event, person, site, or object have locally and/or nationally?
- What documents/resources are available to support the study?
- Is the scope of the event, person, site, or object appropriate?

To reach the highest level, candidates should:

- recognize that the historical significance of an event, person, site or object is negotiable, depending on the questions asked of it or line of inquiry pursued
- use reliable evidence from documentary or other sources, such as photographs and movies, to support their conclusions. These may relate to the event, person, site or object directly, or be interpretations of the event, person, site or object
- include a sophisticated description of the subject of their study.

## Selecting Source Materials

Teachers should prepare a pack of relevant source materials including:

- sources related to the situation/context prior to the event, person, site, or object being studied
- descriptions from the time
- sources that demonstrate the impact of the event, person, site, or object.

Historians’ interpretations of the site should be avoided where possible, as candidates should be encouraged to draw their own conclusions rather than rely on the work of others. The sources should be of a range of types and should be selected to enable candidates of all abilities to undertake their study. Candidates may add to the pack of resources if they wish, but this is not a requirement of the mark scheme. The sources should be available for candidates in hard copy or electronically, together with relevant information to enable candidates to give appropriate references in their footnotes and bibliography.

## 7.2 The Production of Coursework

The Personal Study component is an integral part of the course, so Cambridge expects candidates to undertake their coursework with continuing guidance and supervision from teachers. Throughout the entire process, teachers should monitor progress to ensure that candidates work at a steady pace and complete their portfolios on time.

There are three different stages in the production of each assignment:

- planning the task
- researching and drafting the task
- submitting the task.

### Planning the Task

Teachers should introduce this component to candidates, providing detailed guidance on the purpose and requirement of the task and the assessment criteria against which each task will be marked.

Teachers will prepare candidates for the coursework by teaching skills such as how to use and evaluate sources and how source material should be cited.

Candidates can be taught in outline about the main issues surrounding the chosen event, person, site, or object. The teaching should cover the local and national context to assist candidates' judgments about elements of historical significance such as typicality and impact on relevant developments.

Candidates should understand how historians judge significance using a range of criteria. These could include significance within a line of development, using concepts such as turning point, false dawn, continuity, anomaly; significance for different (groups of) people at the time; significance for different (groups of) people over a longer term; the importance attributed to an event, person, site, or object by people at the time and since.

All candidates should be helped with identifying the main issues and problems associated with the chosen event, person, site, or object. Candidates should be helped if they decide to select their own event, person, site, or object.

All candidates should then be given ongoing advice:

- on possible books and other resources that might be useful
- to resolve practical and conceptual problems encountered during research.

Teachers should give collective advice in class, teaching candidates as a group about:

- report writing and possible ways of structuring written coursework
- appropriate study and research skills and techniques
- working in a disciplined way to meet the word and time limits
- the meaning and consequences of plagiarism
- how to reference and create a suitable bibliography.

Candidates should work together on all of the above, just as they would in the context of classroom learning in any subject. Significant time should be allocated to this important part of the preparation for the Personal Study coursework.

## Researching and Drafting the Task

**Candidates must carry out their work individually.** Candidates will be expected to carry out their research on their own and, once drafting has begun, the candidate must complete the process without further subject-specific assistance from school or home.

Teachers can offer guidance on how best to approach a coursework task but must be careful not to exert too much influence over candidates' decisions. Teachers may not:

- offer or provide detailed subject guidance for a candidate
- undertake any research for a candidate
- prepare or write any drafts for a candidate
- correct, suggest corrections to, or identify shortcomings in any part of a candidate's written/electronic subject-specific notes or drafts
- prepare any part of a candidate's presentation.

**Practice assignments are not allowed** on the same event, person, site, or object. **The repeating of assignments is not allowed. Candidates may not work collaboratively.**

Deadlines should be communicated to candidates before they begin work and periodically thereafter.

This component is worth one-fifth of the marks for the syllabus so an appropriate proportion of the class time allocated to the course should be allocated to work on this component.

## Writing the Essay

Coursework should be word-processed:

- in Arial or Times New Roman font
- using a font size of 11 or 12
- with margins left, right, top, and bottom.

All quotations must be acknowledged in either **references** or **footnotes**:

- Every work cited must appear in the bibliography.
- Each reference should give the author's surname, and the year of publication.
- Footnotes should be numbered in sequence.
- Footnotes may be at the bottom of each page or listed together at the end.

There must be a **bibliography**:

- This should be set out in alphabetical order by the author's last name.
- For books, the author's full name should be followed by the full title and the date of publication.
- For websites, the author (if there is one) should be followed by the title of the article/item and the date it was written, the full website address (URL), and the date it was accessed by the candidate.

## Submitting the Task

Investigations may not be revised after submission to the teacher. The addition, modification, or removal of any material after this would constitute malpractice.

A cover sheet must accompany the work of each candidate. This will include a declaration by the candidate that it is her/his own work, countersigned by the teacher responsible, to confirm that the regulations have been observed. Any quotations and copied material must be fully acknowledged.

## 7.3 Guidance on Setting Coursework Tasks

To help Centers set an appropriate task (especially Centers preparing coursework for the first time for this examination), Cambridge coursework consultants advise on, assess, and approve a proposed coursework task. Centers must submit a coursework *Outline Proposal Form* to [cieopf@cie.org.uk](mailto:cieopf@cie.org.uk). A copy of the form can be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples)

The Outline Proposal Form should include the following:

- the title or aim of the piece of work
- the identity of the chosen event, person, site, or object
- examples of the range of sources relating to it that would be used to support the coursework inquiry
- a short justification of the event's, person's, site's, or object's significance and a clear explanation of how the chosen event, person, site, or object and the resources provided enable candidates to reach the highest levels of the mark scheme.

Cambridge will return coursework consultants' comments within four weeks. Once Cambridge has approved a coursework task, Centers do not need to resubmit it annually unless it changes.

The *Coursework Handbook* for Cambridge IGCSE American History (US) provides additional advice and guidance and is available from Teacher Support. Go to <https://teachers.cie.org.uk> (username and password required).

## 8. Guidance on Marking Coursework for Centers

### 8.1 Marking Criteria for Coursework

Marks should be awarded for Assessment Objectives 2 and 4 using the criteria in the generic mark scheme below. Note that the descriptions below are general and refer to a candidate's overall performance in each Assessment Objective, and therefore they should not be used to mark the specific task.

The total mark achieved for a particular Assessment Objective will place the candidate in one of the following mark bands. The candidate's work should demonstrate the qualities given for that band. If it does not, the marks should be adjusted.

Positive marking is encouraged, rewarding achievement rather than penalizing failure.

The total marks available for these Assessment Objectives are as follows:

**Assessment Objective 2:** 10 marks

**Assessment Objective 4:** 15 marks

No other Assessment Objectives may be assessed. Assessment must focus on the quality of the candidate's work, **not** quantity or presentation.

Once coursework has been marked, candidates may not repeat the task or redraft their work.

	AO2: Historical Significance 10 marks available		AO4: Use of Sources in Research 15 marks available
Level 3 8–10 marks	Candidates can identify and provide supporting evidence for a range of criteria for judging historical significance. They can recognize that the event, person, site, or object has different significances. They can use a wide range of knowledge of the context of the chosen event, person, site, or object.  There is a careful evaluation of the limitations of the study, explaining well how further research would advance historical understanding of the event, person, site, or object.	Level 3 11–15 marks	Candidates can select, organize, and deploy an extensive range of relevant information to produce consistently well-structured narratives, descriptions, and explanations. These are thorough and accurate, and show an appreciation of the wider historical context.  Candidates can evaluate and use a range of sources critically to investigate issues and to reach reasoned and substantiated conclusions. They can explain how and why differences exist in the ways in which events, people, sites, or objects are interpreted.  They can cite all sources fully and accurately.

	<b>AO2: Historical Significance 10 marks available</b>		<b>AO4: Use of Sources in Research 15 marks available</b>
Level 2 4–7 marks	Candidates can identify and provide supporting evidence for at least one criterion for judging historical significance, using their knowledge of the historical context of the chosen event, person, site, or object. There is some evaluation of the limitations of the study, but this is limited. How further research would advance historical understanding of the event, person, site, or object is explained to some extent.	Level 2 6–10 marks	Candidates can select, organize, and deploy a range of relevant information to produce structured narratives, descriptions, and explanations that are accurate and reasonably thorough but are nonetheless limited to the more obvious aspects of the matter under consideration.  Candidates can evaluate and use sources critically to investigate issues and reach conclusions.  They can recognize that events, people, sites, or objects have been interpreted in different ways.  They can cite most sources accurately.
Level 1 1–3 marks	Candidates can identify some criteria for significance and make claims about the significance of the chosen event, person, site, or object. These will either be weakly supported or unsubstantiated.  The limitations of the study are described or ignored. How further research would advance historical understanding of the event, person, site, or object is barely considered or not addressed.	Level 1 1–5 marks	Candidates can select and use relevant information to construct narratives and description. These will be straightforward and accurate but are likely to be relatively brief or limited in scope.  Candidates can comprehend sources but take them at face value. They can identify sources that are useful for particular tasks and can draw simple conclusions. They can provide some relevant information to show where a source can be found.
Level 0 0 marks	No creditable response.	Level 0 0 marks	No creditable response.

## 8.2 Notes on Moderation

### Internal Moderation

If two or more teachers within a Center are involved in marking the coursework, arrangements must be made to ensure that all candidates are assessed to a common standard.

Arrangements for internal standardization should include:

- a standardization meeting at the start of the marking period, at which the application of the marking criteria is discussed in detail, using examples
- the monitoring of the marking of all the teachers involved to ensure consistency of marking.

One teacher in each Center will need to act as lead marker, whose professional judgment on the application of the marking criteria must guide his/her colleagues.

The internally moderated marks for all candidates must be recorded on the *Coursework Assessment Summary Form*. This form, and the instructions for completing it, may be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples). The database will ask you for the syllabus code (i.e., 0409) and your Center number, after which it will take you to the correct form. Follow the instructions when completing the form.

### External Moderation

External moderation of internal assessment is carried out by Cambridge.

- Centers must submit the internally assessed **marks** of **all** candidates to Cambridge.
- Centers must also submit the internally assessed **work** of a **sample** of candidates to Cambridge. The *Cambridge Handbook*, available on our website, provides details of which candidates are to be included in the sample.

The deadlines and methods for submitting internally assessed marks and work are in the *Cambridge Handbook* available on our website.

## 8.3 Forms

- The *Individual Candidate Record Card* can be found at [www.cie.org.uk/samples](http://www.cie.org.uk/samples). A candidate Record Card must be completed and attached to the work of each candidate.

**Note:** The *Individual Candidate Record Card* is only to be used by teachers for candidates who have undertaken coursework as part of the Cambridge IGCSE Certificate.

- The *Cover Sheet* can be found at [www.cie.org.uk/samples](http://www.cie.org.uk/samples). A *Cover Sheet* must be attached to the front of the work of each candidate.
- The *Coursework Assessment Summary Form* can also be found at [www.cie.org.uk/samples](http://www.cie.org.uk/samples). One form is required per Center. To complete the form, follow the instructions on the second page.

More details on procedures for external moderation are also given within the *Coursework Handbook* which can be found at <https://teachers.cie.org.uk>

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## 9. Other Information

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### 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 goal 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/examsOfficers](http://www.cie.org.uk/examsOfficers)

### Language

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

### Grading and Reporting

Cambridge IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, A\* being the highest and G the lowest. “Ungraded” indicates that the candidate’s performance fell short of the standard required for grade G. “Ungraded” will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

### Entry Option 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 option 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 option codes can be found in the *Cambridge Guide to Making Entries*.



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