

# Introduction

Welcome to your IGCSE History course! History is the study of the past. By understanding the past, we give ourselves a much better chance of understanding the present and making the right decisions that will affect our future.

## IGCSE History

The written exams you will take at the end of this course cover a series of historical themes, an in-depth study, and a study in change.

The IGCSE examiners expect that the student should show application and understanding of:

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

Naturally the examiners will be looking for good factual knowledge, but the IGCSE examination is designed to test more than this — the successful candidate will also have acquired the skills necessary to any true historian. For instance, he or she will not accept ‘facts’ at face value, but will instead be capable of evaluating how far they can be trusted, what they can and cannot tell us about the past, and how people at the time felt about them.

We will look at the nature of history in more detail later in this Introduction.



## The Arrangement of Lessons

The lessons of this course are arranged to cover the Edexcel History Specification 4HI1, examined for the first time in May/June 2019.

Final assessment consists of two written exam papers, each requiring two choices. For Paper 1, you will be expected to answer questions on two out of eight themes. You should choose themes 3 and 7, the two themes covered in Modules 3 and 4 of the course. In Paper 2 you will be asked to answer evidence-based questions on one out of five in-depth studies using sources given in the assessment booklet. You should choose to answer questions on A3, the in-depth study covered in Module 2 of your course. On the other half of Paper 2, you will be asked to answer questions on one out of seven Studies in Change. You should choose B2, the Study in Change covered in Module 1 of your course.

Further details of your syllabus and the structure of the examinations are given later in this introduction.

### Scheme of Study

Preliminary lesson on Using Historical Sources

#### Module One: Changes in Medicine, c1848–c1948

##### Lesson

- 1 Progress in the mid-19<sup>th</sup> Century; Nightingale, Chadwick, Snow and Simpson
- 2 Medicine Discovery and Development, 1860–75; Lister and Pasteur
- 3 Accelerating Change, 1875–1905; Ehrlich, Koch and Chemistry

##### **Tutor-marked Assignment A**

- 4 Government Action and War, 1905–20
- 5 Advances in Medicine, Surgery and Public Health 1920–48; the NHS

##### **Tutor-marked Assignment B**

#### Module Two: The USA, 1918–41

##### Lesson

- 6 The Roaring Twenties
- 7 Increased Social Tensions in the 1920s
- 8 The USA in Depression, 1929–33
- 9 Roosevelt and the New Deal, 1933–41

##### **Tutor-marked Assignment C**

- 10 The Opposition to the New Deal

##### **Tutor-marked Assignment D**

**Module Three: Germany: Development of Dictatorship, 1918–45**

- 11 The Establishment of the Weimar Republic and its Early Problems
- 12 The Recovery of Germany, 1924–29
- 13 The Rise of Hitler and the Nazis to January 1933
- 14 Nazi Germany, 1933–39  
**Tutor-marked Assignment E**
- 15 The Impact of the Second World War on Germany  
**Tutor-marked Assignment F**

**Module Four: A Divided Union: Civil Rights in the USA, 1945–74**

- 16 The Red Scare and McCarthyism
- 17 Civil Rights in the 1950s
- 18 The Impact of Civil Rights Protests, 1960–74
- 19 Other Protest Movements: Students, Women, anti-Vietnam  
**Tutor-marked Assignment G**
- 20 Nixon and Watergate  
**Tutor-marked Assignment H**
  
- 21 Revision and  
**Mock examinations: TMA I (Paper 1) and TMA J (Paper 2)**

**What is history?**

History is, according to the *Oxford English Dictionary*:

“The study of past events. The past considered as a whole. The past events connected with someone or something. A continuous record of past events or trends.”

The word comes from the Greek ‘historia’ which means ‘narrative’ or ‘history’.

History, then, is the study of the past. It’s about looking at people, places and events and seeing how the world has got to where it is now. It is only through studying history that we can really understand the present day. Modern conflicts can be explained by looking back in history, and firmly-held attitudes and ideas are often rooted in the past.

<b>Activity</b>	<p>Look at these quotations about history. What do you think of them? Which is your favourite?</p> <p>There are no right and wrong answers. This activity aims to get you to think about what the study of history involves.</p>
	<p>“Life must be lived forward, but understood backward.” Kierkegaard</p> <p>“History is bunk.” Henry Ford</p> <p>“History is a myth we all agree to believe.” Napoleon</p> <p>“People are trapped in History, and History is trapped in them!” James Baldwin</p> <p>“Those that fail to learn from history are doomed to repeat it.” Winston Churchill</p>

## Why study history at IGCSE?

Studying history helps you to understand more about the world we live in. You will learn about population expansion, technological developments and society transformations.

As well as being fascinating in itself, History IGCSE is also a very useful qualification to have. It shows potential employers that you are:

- an independent thinker
- open-minded
- self-disciplined
- able to pick out the key points in a text

You will learn how to evaluate and analyse sources and how to apply your own knowledge to decide what is probably true and what is propaganda.

History also helps you to develop the skills to look beyond the headlines, to be able to ask questions confidently and express your own opinions.

This History IGCSE will teach you the origins of some modern political and social problems. It will help you begin to understand why people behaved as they did.

## How can we make judgements about the past?

Since we cannot travel back in time to see the past for ourselves, we must depend on what has survived from a given period as **evidence**, which is bound to be incomplete or inaccurate to some extent. To make matters worse, much of it reaches us secondhand, after processing by, for instance, book authors or film editors. It is hardly surprising that historians living at different times, or in different countries, have produced very different accounts of the same events.

This is not a cause for despair. Rather, it offers the challenge of piecing together a realistic picture of the past which may include many grey areas of uncertainty, but which still makes sense as a whole. It is vital to remember that history is the study of people; human beings are nothing like as predictable as the atoms studied in physics or chemistry!

Nevertheless, as our knowledge of them increases, so too does our understanding. "The past is a foreign country, they do things differently there" said L.P. Hartley. This is true and that's what makes history so interesting!

## Two Kinds of Sources

Sources are generally divided into two main categories: primary sources and secondary sources. **Primary sources** stem directly from the period under study, and could be written (letters, diaries, government records, and so on); visual (pictures or photographs) oral (sound recordings of descriptions of the past from memory); material (objects surviving from the past like buildings or furniture); or statistical (tables of figures based directly on past information).

**Secondary sources** are generally accounts of the past which have already been processed or edited by someone closer to the present than the events described (e.g. a printed textbook).

Since secondary sources must be based on primary sources, an historian will generally work backwards to the original material, using textbooks only as an introduction.

## Skills

When you have finished studying this course, you should be able to demonstrate application and understanding of:

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

- the key features and characteristics of the specified periods, societies and aspects of history.

## The Syllabus/Specification 4HI1

Your IGCSE History course follows the Edexcel specification 4HI1 for examinations set in 2019 and later years. As explained above, each lesson of the course is designed to prepare you for a particular topic. The lessons are arranged to deal with topics in the order in which they occur on the syllabus.

### Studying the Syllabus

You should be sure to acquire your own copy of the specification or syllabus. This can be downloaded from the IGCSE History webpage on the Edexcel website.

We advise that you obtain a copy of the syllabus so that you can assess which topics you have covered in the most detail and which ones you will feel happiest about in the exam. Edexcel also provides information for Private Candidates. This can also be accessed on the Edexcel website.

As you approach the examination, it may also be helpful to tackle some sample assessment papers. These can also be downloaded from the IGCSE History webpage on the Edexcel website.

More past papers can be found by searching the Edexcel website under the term 'past papers'.

You will also find lots of tips on preparing for your exam in the student area of the Edexcel website.

## Edexcel's Scheme of Assessment (specification 4HI1)

This Edexcel International GCSE in History comprises two examination papers.

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

### Paper 1 Paper code 4HI1/01 Depth Studies Externally assessed

Availability: June      First assessment: June 2019  
50% of the total IGCSE raw marks

Students must study at least two depth studies from the following:

- 1 The French Revolution, c1780–99
- 2 Development of a nation: unification of Italy, 1848–70
- 3 Germany: development of dictatorship, 1918–45**
- 4 Colonial rule and the nationalist challenge in India, 1919–47
- 5 Dictatorship and conflict in the USSR, 1924–53
- 6 A world divided: superpower relations, 1943–72
- 7 A divided union: civil rights in the USA, 1945–74**
- 8 South Africa: from union to the end of apartheid, 1948–94

OOL modules are in bold print.

Students will:

- gain knowledge and understanding of the key features and characteristics of historical periods
- develop skills to analyse and evaluate historical interpretations in the context of historical events studied
- develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts.

Students are assessed through an examination based on their selected depth studies.

Students answer two questions, one on each of the depth studies they have studied.

There are 60 marks available in total.

The assessment duration is 1 hour 30 minutes.

## **Paper 2: Investigation and Breadth Studies Paper code 4HI1/02**

Externally assessed Availability: June

First assessment: June 2019 50% of the total IGCSE raw marks

Students must study one historical investigation from the following:

- A1 The origins and course of the First World War, 1905–18
- A2 Russia and the Soviet Union, 1905–24
- A3 The USA, 1918–41** (OOL's selected module)
- A4 The Vietnam Conflict, 1945–75
- A5 East Germany, 1958–90

Students must study one breadth study in change from the following:

- B1 America: from new nation to divided union, 1783–1877
- B2 Changes in medicine, c1848–c1948** (OOL's selected module)
- B3 Japan in transformation, 1853–1945
- B4 China: conflict, crisis and change, 1900–89

- B5 The changing role of international organisations: the league and the UN, 1919–c2011
- B6 The changing nature of warfare and international conflict, 1919–2011
- B7 The Middle East: conflict, crisis and change, 1919–2012

Students will:

- gain knowledge and understanding of the key features and characteristics of historical periods
- develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts
- learn how to use a range of source material to comprehend, interpret and cross-refer sources
- develop skills to analyse and evaluate historical interpretations in the context of historical events studied. Assessment

Students answer two questions, one question on their historical investigation and one question on their breadth study in change.

There are 60 marks available in total.

The assessment duration is 1 hour 30 minutes.

## Specification Aims

The Pearson Edexcel International GCSE in History qualification requires 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
- develop an awareness that different interpretations have been constructed about people, events and developments
- organise and communicate their knowledge and understanding of history
- draw conclusions and make historical judgements.

## Detailed Specification Content

### Paper 1 Depth Study: Choice (3): Germany: development of dictatorship, 1918–45

What students need to learn:

#### 1 The establishment of the Weimar Republic and its early problems

The Abdication of the Kaiser and the German Revolution of 1918–19. The strengths and weaknesses of the new Republic and its Constitution. Reactions to the Treaty of Versailles. Challenges from Right and Left, including the Kapp Putsch and the Spartacist uprising. French occupation of the Ruhr. Causes and effects of hyperinflation.

#### 2 The recovery of Germany, 1924–29

The work of Stresemann. Rentenmark, Dawes and Young Plans, US loans and the recovery of the German economy. Successes abroad – League of Nations, Locarno Treaties and Kellogg-Briand Pact.

#### 3 The rise of Hitler and the Nazis to January 1933

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 the Great Depression. Nazi methods to win support. The role of the SA. Events of 1932 to January 1933, including the role of von Papen, von Schleicher and von Hindenburg.

#### 4 Nazi Germany 1933–39

Setting up the Nazi dictatorship through the Reichstag Fire, Enabling Act, Night of the Long Knives and Hitler as Führer. The methods of Nazi control and the extent to which they were successful, including the police state, censorship and propaganda. Nazi policies towards education, women, the young, the Churches and their impact. Nazi racial policies and increasing persecution of Jews. Policies to reduce unemployment and their impact. The Labour Service, the Labour Front and Strength Through Joy.

#### 5 Germany and the occupied territories during the Second World War

Nazi policies towards the Jews, including ghettos, death squads and the Final Solution. The Home Front, including 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 July Bomb Plot (1944). Hitler's death and the end of the Third Reich.

### Depth Study: Choice 7: A divided union: civil rights in the USA, 1945–74

#### 1 The Red Scare and McCarthyism

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 his downfall. Overall impact of McCarthyism on the USA.

## **2 Civil rights in the 1950s**

Segregation and discrimination. The influence of the Supreme Court and Congress. The importance of Brown versus Topeka (1954), death of Emmett Till (1955) and the key events and significance of the Montgomery Bus Boycott (1955–56) and Little Rock (1957). The significance of the Civil Rights Act, 1957. Revival of the Ku Klux Klan (KKK).

## **3 The impact of civil rights protests, 1960–74**

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. The failure of the Mississippi Freedom Summer. The impact of protest on civil rights legislation of the 1960s. Selma and voting rights. The Nation of Islam and the work of Malcolm X. Reasons for the growth of Black Power and its impact, including the 1968 Olympics; the influence of Stokely Carmichael. The impact of race riots especially in the Watts District. The Black Panther movement and the roles of Bobby Seale and Huey Newton.

## **4 Other protest movements: students, women, anti-Vietnam**

Reasons for the growth of protest movements. The student movement and links to war in Vietnam, including the anti-Vietnam War movement. The Berkeley Free Speech movement. 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.

## **5 Nixon and Watergate**

Reasons for and key features of the Watergate scandal. Impact on Nixon, US politics and new laws, including the War Powers Act (1973), the Election Campaign Act (1974), the Privacy Act (1974) and the Congressional Budget Control Act (1974); Gerald Ford and the presidential pardon.

### **Historical Investigation: A3 The USA, 1918–41**

#### **1 The Roaring Twenties**

The economic benefits of the First World War. Reasons for economic boom in the 1920s, Henry Ford and mass production, hire purchase, advertising, 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. The changing position of women, including the flappers.

#### **2 Increased social tensions in the 1920s**

Attitudes and policies towards immigration. The Palmer Raids and the 'Red Scare'. The Sacco and Vanzetti Case. Attitudes towards black Americans. The

Ku Klux Klan. Morals and values and the 'Monkey Trial'. Prohibition and the gangsters.

### **3 The USA in Depression, 1929–33**

The causes and consequences of the Wall Street Crash (1929–30). Hoover's reaction to the Great Depression: intervention and volunteerism. The impact of the Depression on banking, agriculture, industry and on people's lives: Hoovervilles and the Bonus Marchers, unemployment and homelessness.

### **4 Roosevelt and the New Deal, 1933–41**

Roosevelt's aims. The Hundred Days, the Alphabet Agencies, including the TVA and policies to deal with agriculture industry and unemployment. The second New Deal, including the Works Progress Administration, welfare for the poor, the old and farmers. The impact of the Social Security Act, the National Labor Relations Act ("Wagner Act") and the Banking Act of 1935. Rural electrification. The achievements and shortcomings of the New Deal.

### **5 The Opposition to the New Deal**

The opposition of the Supreme Court, Republicans, business interests, the Liberty League; radical criticism such as Huey Long's Share Our Wealth programme and Father Coughlin's Social Justice campaign.

## **Studies in Change: Option B2: Changes in medicine, c1848–c1948**

This unit comprises five key topics, each centred on crucial developments in the history of this period. The following themes run through the key topics:

- changes in medical treatment and in understanding the cause of illness
- improvements in public health provision
- changes in surgery
- the changing role of women in medicine
- the impact of war and science and technology on medicine.

These themes will be the focus of Paper 2, sub-question (c) which will normally draw on the content of two or more topics.

What students need to learn:

### **1 Progress in the mid-19<sup>th</sup> century; Nightingale, Chadwick, Snow and Simpson**

Barriers to progress, especially the lack of understanding of causes of disease. Florence Nightingale and changes in nursing and hospitals at Scutari. Dangers in surgery: pain, infection and bleeding; the impact of Simpson and chloroform. Problems and improvements in public health, including the work of Chadwick and the effects of the Public Health Act (1848), the cholera threat and the work of Snow.

**2 Discovery and development, 1860–75; Lister and Pasteur**

Pasteur, the development of the germ theory and its effects. Improvements in surgery: Lister and the impact of antiseptics. Government action on public health: the significance of Public Health Act (1875). Nightingale and continuing improvements in hospitals and nursing. Elizabeth Garrett and the progress of women in medicine.

**3 Accelerating change, 1875–1905; Ehrlich, Koch and chemistry**

The fight against germs, including the work of Koch and bacteriology; aseptic surgery; the impact of the Public Health Act (1875) for improving public health; science and medicine: blood transfusions, magic bullets and the work of Ehrlich, radioactivity and the impact of Marie Curie.

**4 Government action and war, 1905–20**

The impact on public health of the measures (1906–11) of the Liberal Governments. The importance of the First World War for the role of women in medicine and improvements in medical treatment, surgery, x-rays, blood transfusion and fighting infection.

**5 Advances in medicine, surgery and public health 1920–48; the NHS**

The development of penicillin and the roles of Fleming, Florey and Chain. The importance of the Second World War for developments in surgery, including skin grafts and blood transfusion, and for the role of women in medicine. Beveridge, the development of the NHS and its importance for public health.

**Assessment objectives and weightings**

- A01** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied
- A02** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts
- A03** Use a range of source material to comprehend, interpret and cross-refer sources
- A04** Analyse and evaluate historical interpretations in the context of historical events studied

Relationship of Assessment Objectives to units:

	<b>A01</b>	<b>A02</b>	<b>A03</b>	<b>A04</b>
Paper 1	18%	22%	0%	10%
Paper 2	16%	14%	15%	5%
Total for IGCSE	34%	36%	15%	15%

## The Sorts of Question you will face

IGCSE has broken with the traditional examination format of set essays. Although the ability to produce extended pieces of writing is still called for, there is much more emphasis on shorter answers, designed to test a particular item of factual knowledge and/or an historical skill. Accordingly, students will be encouraged to practise dealing with such questions at every available opportunity, either through activities, self-assessed questions or tutor-marked assignments. All these give practice in the types of questions that routinely appear in exam papers.

Different types of questions that may be asked depend on the following skills:

- put a series of events into a chronological sequence
- describe the consequences of an action
- explain the causes or consequences of an event
- use a source and your own knowledge to give an explanation
- make inferences from sources ('read between the lines')
- cross-reference two sources
- using sources and your own knowledge to evaluate, describe or interpret an event or representation of the past
- understand sources
- describe key features, events or developments
- understand and explain change over time in an essay

Your course will give you lots of practice in answering questions that will develop your skills as a historian.

## Some Advice about the Written Exam

Obviously, if you are reading this at beginning of the course then the examinations are a long way off, so don't panic! This section is just to give you a bit of extra advice about the written examinations. You may like to refer back to it when you are further on in the course.

This advice is taken from Examiners comments on previous papers. They have marked the exams and know what students should and shouldn't do, so it's worth listening to them!

- Make sure you indicate which source you are referring to. It sounds obvious, but it *is* important that you say "As Source A indicates," or "to quote Source B," etc.
- You must look at who is writing the source, why and when.

- You should quote directly from the source.
- Make sure you place the sources in the wider context of what was going on at the time.
- Look carefully at the wording of the question. If it asks for 'reasons for' then make sure you give 'reasons for', not 'consequences of', for example!
- Make sure you look carefully at the dates of the question and make sure you match your answer accordingly.
- Do make sure that you know lots of factual information. Again, this sounds obvious but it is easy to think that if you have sources to prompt you then you don't need to know as much. This is not true! Make sure you are not caught out!

When you reach the end of the course, you will need to set aside time for revision: do not expect that, because you have achieved good marks in your Tutor-Marked Assignments you do not need to revise! Use the past papers on the Edexcel website to help you revise: practice answering questions under timed conditions. This will give you confidence to go into your exam well prepared, knowing what to expect, and ready to do your best!

## How should I study the Course?

The exam board allows a considerable amount of flexibility in the topics for study. This course is based on four of the themes, topics and studies in change listed in the specification, and provides a programme of study to match the selected topics. When you come to take your exam, you will need to answer questions on the topics included in the course **only**. Do not attempt to answer questions on other topics that you have not prepared!

We would suggest that you follow the following procedure for each lesson:

1. Read carefully through the text.
2. Make notes under the various headings given in the lesson.
3. Attempt any self-assessment questions, and then compare your answers with the suggested answers given at the end of the course.
4. Refer to the list of suggested further reading (if any), and read more widely on aspects of the topics that interest you. Explore the websites listed below, and bookmark others that you find useful in finding out more about each topic.

## Further Reading

The Oxford Open Learning History IGCSE is self-contained and all the information you need is in the course. Nevertheless, as with all subjects, you may find it helpful to consult some other textbooks from time to time to gain a different perspective on the topic you are reading.

As noted above, a list of suggestions for further reading is also included in the module Introductions. These lists are sub-divided into sections for reading about each of the topics on your course.

One general text will be read by a lot of Edexcel candidates:

*Edexcel International GCSE History Student Book*

by Jane Shuter, Robin Bunce, Laura Gallagher and John Child  
(pub. Edexcel/Pearson, 2<sup>nd</sup> ed.; ISBN-13: 978-0435141905)

A newer edition of this text is expected shortly. This text is helpful in terms of historical skills and general issues but it cannot give detailed attention to the wide range of Edexcel options. We recommend you get have a look at it but it is not compulsory.

Pearson also publishes a series of short texts under the general title: *Edexcel International GCSE (9-1) History*. Look out for the following texts in particular:

Victoria Payne: *Development of Dictatorship: Germany 1918-45*  
Pearson, ISBN-13: 978-0435185381

Cathy Warren: *History Changes in Medicine, c1848-c1948*  
ISBN-13: 978-0435185404, and

Simon Davis: *History the USA, 1918-41*  
ISBN-13: 978-0435185459

Some of the activities ask you to do some research to answer a question. Unless you are prepared to look at further sources you may find yourself hard pressed to 'use the source given and your own knowledge' when answering an exam question. By exploring other sources from the outset you will find all sorts of material to support your learning, both on the internet and in your local library.

Look out for documentaries on television that include the topics on your course.

There are many other books which you will probably also find very helpful. In addition to those on your reading list in lessons, look in your local library to see what books are available there.

You will also find a number of very helpful sites on the Internet. Internet access is not compulsory and you will not lose out if you are unable to access these websites. The Internet is, nevertheless, a very useful research tool.

Some particularly good websites for this History IGCSE include:

- [www.bbc.co.uk/history](http://www.bbc.co.uk/history)
- <http://www.bbchistorymagazine.com>
- [www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk)
- [www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)
- [www.channel4.com/history](http://www.channel4.com/history)
- <http://www.nytimes.com>

You can find a lot more by searching under some of the topic headings for your course!

Websites come and go, so we cannot guarantee that any site will still be there when you decide to look!

It is expected that your tutor will give you a certain amount of help with your studies. You may be advised on the methods you adopt to collect information and ideas, and *some* help may be given with preparatory drafts but after that you are on your own.

## Making Notes

You will want to take your own notes as the course proceeds, to help with the learning process and to assist with examination revision. What sort of notes should they be? How lengthy? There are no fixed answers to these questions. Some students seek reassurance in writing out elaborate reams of notes which they boil down later; others are happy to keep note-taking to a minimum by merely recording key references. A number of points relating to the needs of the IGCSE course should be taken into account:

- It is important to cross-reference facts, sources and conclusions as they are encountered in the course, so that knowledge and skills are not separated in revision.
- Notes should be kept as brief as possible (i.e. without omitting crucial facts or concepts).
- Details of individual sources should not be copied out, unless they contain crucial information. While knowledge of the major types of source for each theme and topic is obviously useful, candidates are not expected to know particular sources in advance.

The examination papers reproduce sources in full, questions being aimed at their context and interpretation rather than at the candidate's ability to recognise them individually.

It is strongly recommended that students make notes under each of the headings given throughout the text every lesson. These may then be compared with the summary that closes each lesson. Do you feel that the summary is full enough? If not, make sure that your own notes fill in any gaps that you feel exist.

The course contains plenty of white space, particularly in the left hand margin. This is because most students find it helpful to write notes directly on the course they are studying. This will help when you are planning essays or when you are skimming through the course later for revision.

## Assessment during the Course

IGCSE aims to find out not merely *what you know* but also *how you use what you know*. The aim is not to penalise you for what you may not be certain of, but to reward you for your historical skills, as shown in various 'active' pieces of work. This course has been prepared for people whose assessment will be *wholly in terms of examination*.

Nonetheless, in IGCSE there remains a great deal of emphasis on skills, and you will need to develop these aspects of your study of history.

Your IGCSE course responds to this situation in various ways, and will provide you with a thorough grounding in the historical skills, as well as a thorough understanding of the requirements of the examination. Firstly, each lesson contains a number of activities which will help you develop various skills. Secondly, each lesson contains reading references to parts of the textbook which you can study in the context of the lesson as a whole.

## Tutor-marked Assignments

Finally, throughout the course you will find, at the end of certain lessons, tests for tutor-assessment, culminating in a final mock examination. You should send your answers to these tests and examination (but to these **only**) to your tutor. The last Tutor-marked assignment (TMA) is a mock exam. This should be done as part of your revision.

When you have received your corrected tests from your tutor you will be sent a specimen marking scheme which will give you an indication of what an examiner is looking for and how the questions should be answered for IGCSE purposes. Although these schemes may seem strange at first, they show how tutors and examiners are on the lookout for an **openness** of mind and a

willingness to see beyond the documentary evidence to the wider issues involved.

## Using the Internet

As has been discussed, students would benefit from access to the Internet. As well as the Edexcel website ([www.edexcel.com](http://www.edexcel.com)), you should get into the habit of checking the Oxford Open Learning site ([www.ool.co.uk](http://www.ool.co.uk)) where you may find news, additional resources and interactive features as time goes by.

## A Word of Encouragement

It is easy to be intimidated by discussion of ‘skills’, ‘themes’, ‘topics’, etc, which IGCSE History involves, especially when you are just setting out on your course of study. In fact, IGCSE is only drawing your attention systematically to the kinds of questions that occur anyway to any thoughtful person, once he or she starts to think about the past.

With patience, the historical skills involved will become almost second nature, and will simplify rather than complicate the task of learning the factual material. By the end of the course, you should be convinced that history is an open-ended subject based on debate, rather than a closed, narrow set of facts. With history, as with life, “it is better to travel hopefully than to arrive.”

Finally, all that remains is to say good luck with the course and enjoy your studies!

## Acknowledgement

The photographs reproduced in this course are either in the public domain or appear under the terms of Creative Commons licences as given at [www.ool.co.uk/0020hi](http://www.ool.co.uk/0020hi).

VIVIENNE SANDERS, HEIKE ASKEW

© Oxford Open Learning, 2019