



# History

## IGCSE

## Introduction and Preliminary Lesson

# 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 4HI0, examined for the first time in June 2011. Following a preliminary lesson on the use of historical sources, Module 1 covers theme A3 Development of dictatorship: Germany, 1918–45. Module 2 covers theme A7 A divided union: Depression and Recovery in the USA, 1929–45. Module 3 contains the in-depth study: B5 Colonial rule and the nationalist challenge in India, 1919–47, and Module 4 focuses on C7 Change in Africa: from colonialism to independence, 1945–2000.

Final assessment consists of a two-and-a-half hour exam made up of three sections. In Section A you will be expected to answer questions on two out of ten themes. You should choose A3 and A7, the two themes covered in Modules 1 and 2 of the course. In Section B you will be asked to answer evidence-based questions on one out of six in-depth studies using sources given in the assessment booklet. You should choose to answer questions on B5, the in-depth study covered in Module 3 of your course. In Section C you will be asked to answer questions on one out of eight Studies in Change. You should choose C7, the Study in Change covered in Module 4 of your course.

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

### Module 1 (Preliminary lesson and Theme 1)

Preliminary lesson on Using Historical Sources

(Section A, A3: **Development of Dictatorship: Germany, 1918–45**)

- 1 The Establishment of the Weimar Republic and its early Problems
- 2 The Recovery of Germany, 1924–29
- 3 The Rise of Hitler and the Nazis
- 4 Life in Nazi Germany  
**Tutor Marked Assignment A**
- 5 The Impact of the Second World War in Germany  
**Tutor Marked Assignment B**

### Module 2 (Theme 2)

(Section A, A7: **A divided union: Depression and Recovery in the USA, 1929–45**)

- 6 The Wall Street Crash
- 7 The Depression and the Policies of Hoover

- 8 Roosevelt and the New Deal  
**Tutor Marked Assignment C**
- 9 Reactions to the New Deal
- 10 The Impact of War on the USA  
**Tutor Marked Assignment D**

### Module 3 (In-depth study)

(Section B, B5: **Colonial Rule and the Nationalist Challenge in India, 1919–47**)

- 11 The Rowlatt Acts, Amritsar and the Government of India Act, 1919
- 12 Gandhi and Congress, 1917-29
- 13 Key Developments in the 1930s  
**Tutor Marked Assignment E**
- 14 The Impact of the Second World War on India
- 15 The Growth of Communal Violence, 1945-47
- 16 Independence and Partition  
**Tutor Marked Assignment F**

### Module 4 (Study in Change)

(Section C, C7: **Change in Africa: from colonialism to independence, 1945–2000**)

- 17 The Impact of the Second World War on Change in Africa
- 18 Independence Movements in East and West Africa
- 19 Changes in the Congo  
**Tutor Marked Assignment G**
- 20 Independence Movements in North Africa
- 21 South Africa and the End of Apartheid  
**Tutor Marked Assignment H**
  
- 22 Revision and  
**Mock examination: TMA I**

## 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 meant 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.

### Activity

Look at these quotations about history. What do you think of them? Which is your favourite?

There are no right and wrong answers. This activity is just aimed at getting you to think about what history means.



"Life must be lived forward, but understood backward."  
Kierkegaard

"History is bunk." Henry Ford

"History is a myth we all agree to believe."  
Napoleon

"People are trapped in History, and History is trapped in them!"  
James Baldwin

"Those that fail to learn from history are doomed to repeat it."  
Churchill

## Why Study History at IGCSE?

Studying history, as we've seen, 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 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 opinion.

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 Judgments 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!

## Why Study *this* History IGCSE?

The Edexcel History IGCSE syllabus provides an opportunity for a fascinating insight into aspects of twentieth century history. Focusing on the impact of the Second World War on countries as diverse as the United States of America, Germany, India and those newly formed by decolonization in Africa, the course also studies how the twentieth century brought independence to many nations around the world. Studying these developments will give you an insight into what is happening in the world today, and help you to understand some aspects of living in a modern, diverse, democratic community.

## 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.

## Edexcel Aims

The aims of this course are the same as the aims listed in the Edexcel specification. Please refer to the Edexcel website (listed below) for full details. The stated aims for this subject are for the student to:

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

- draw conclusions and make historical judgments.

## 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

Your IGCSE History course follows the Edexcel specification no.4HI0. 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 a Handbook 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 at the student Exam Zone area of the Edexcel website.

## Edexcel's Scheme of Assessment

### Examination 2 hours and 30 minutes

The examination is an un-tiered paper, targeted at grades A\* to G.

The paper consists of three sections, A, B and C.

The questions test Assessment Objectives 1, 2 and 3 (see below).

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

## Section A

Students must answer two questions; each from a different theme from those listed A1–A10. (This course covers themes A3 and A7 so you should choose to answer questions on those themes.)

Students are advised to spend one hour on this section.

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

## Section B

Section B offers students a choice of topics in nineteenth or twentieth-century history.

Questions will focus on the understanding and treatment of source and stimulus material.

Students must answer one question on one topic from those listed (B1–B6). (This course covers topic B5, and so you should answer questions on this topic.)

Students are advised to spend about 45 minutes on this section.

## Section C

Studies in change for Section C have been chosen so that they link naturally with many of the themes and topics in the specification. Students must answer one question on one topic from those listed (C1–C8). (This course covers one Study in Change: C7. You should answer questions on C7.)

Students are advised to spend about 45 minutes on this section.

## Assessment Summary

The examination paper comprises three sections.

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

- In Section C, students answer one question worth 25 marks.

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

## Assessment Objectives

Students should:

**AO1:** recall, select, organise and deploy knowledge of the specification content and communicate it through description, explanation and analysis of:

- the events, people, changes and issues studied
- the key features and characteristics of the periods, topics and societies studied

61%

**AO2:** show that they understand and can analyse and interpret historical sources in context

31%

**AO3:** show that they can comprehend, analyse and evaluate how and why events, people, situations and changes have been interpreted and represented in relation to the historical themes and periods studied.

8%

TOTAL 100%

## 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 TMAs 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 at the end of the Preliminary lesson, 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 included in the Preliminary Lesson. This list is sub-divided into sections for reading about each of the four topics on your course. You will be reminded of this list when you come to the last lesson in each module: the context box on the front page of the lesson will urge you to look at the reading list and explore further.

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

*Edexcel IGCSE History Student Book*

by Jane Shuter, Robin Bunce, Laura Gallagher and John Child

(pub. Edexcel/Pearson; ISBN-13: 978-0435044121)

This 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 hold of it but it is not compulsory.

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. For example, the series 'The Thirties in Colour' on BBC4 (first shown in July/August/September 2008/2009), includes some very interesting and useful primary source material. See:

<http://www.bbc.co.uk/programmes/b00cwgxk>

'The final episode features colour films shot by travelling film-makers in Europe, including footage shot on the streets of Berlin decked in red swastikas at the time of the Olympic Games, rare pictures of the Jewish quarter in Warsaw just weeks before the Nazi invasion and, in London, tourists wearing gas masks amid fears of imminent bombing raids by the German Luftwaffe.' (BBC website cited above)

There are many other books which you will probably also find very helpful. In addition to those on your reading list at the end of the Preliminary lesson, 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/Default.asp?bhcp=1>
- [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/> (good archive on A7, Depression and Recovery in the USA)

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 differs from traditional 'O' level examinations by finding 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. If you have not already done so, you may register for your free copy of *How to*

*Study at Home*, our 200-page guide to home learning, or enrol on further courses. Put it on your Favourites list now!

## A Word of Encouragement

It is easy to be intimidated by all the complicated 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!

NICK PINFIELD

Copyright © Oxford Open Learning, 2010

## 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:

[http://commons.wikimedia.org/wiki/Commons:Reusing\\_content\\_outside\\_Wikimedia#Images](http://commons.wikimedia.org/wiki/Commons:Reusing_content_outside_Wikimedia#Images) (accessed 12/10/2009)