



# CAMBRIDGE

International Education

## Syllabus

### Cambridge International AS Level

### US History since 1877

### Syllabus code 8102

### for centres in the United States of America

Use this syllabus for exams in 2027, 2028 and 2029.

Exams are available in the June and November series.

This syllabus is **not** available in all administrative zones.

Please check the syllabus page at [www.cambridgeinternational.org/8102](http://www.cambridgeinternational.org/8102) to see if this syllabus is available in your administrative zone.



Version I

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

Cambridge  
Pathway

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## Why choose Cambridge?

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We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

### Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

### Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

### Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

### Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

### Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

### Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

### Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

### **School feedback:** 'We think the Cambridge curriculum is superb preparation for university.'

**Feedback from:** Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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## **Important: Changes to this syllabus**

**For information about changes to this syllabus for 2027, 2028 and 2029, go to page 36.**



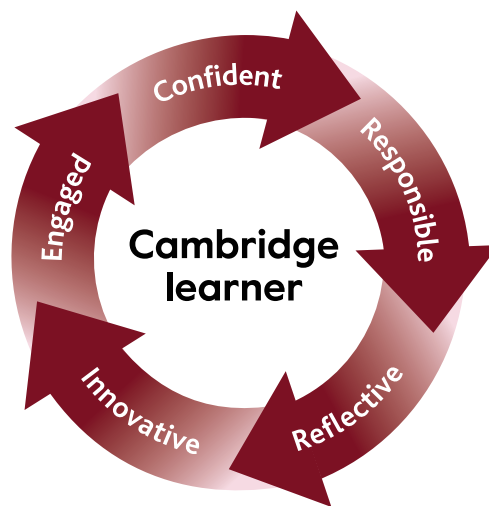
# 1 Why choose this syllabus?

## Key benefits

The best motivation for a student is a real passion for the subject they are learning. Cambridge International AS & A Level give schools flexibility to offer a broad and balanced curriculum with a choice of over 50 subjects. Students can select the subjects they love and that they are best at, enabling them to reach their potential and thrive.

Following a Cambridge International AS & A Level programme helps students develop abilities which universities value highly, including:

- a deep subject knowledge
- conceptual understanding and higher-level thinking skills
- presenting ordered and coherent arguments
- independent learning and research.



**Cambridge International AS Level US History since 1877** explores the past from a diversity of perspectives, including social, economic, political and cultural. Learners develop transferable skills. These include the ability to evaluate historical evidence and present clear and logical arguments.

Learners develop an understanding of historical concepts such as cause and consequence and significance.

Our approach in Cambridge International AS Level US History since 1877 supports the development of learners who are:

**confident**, developing the ability to analyse, explain, interpret and evaluate historical issues and perspectives

**responsible**, acquiring knowledge and skills through independent reading and enquiry

**reflective**, recognising the complexities of the past and the significance of events, individuals and time periods and making links with new areas of historical study

**innovative**, learning how to present clear, logical arguments and supporting their own judgements

**engaged**, developing their interest in history and broadening their knowledge and understanding of different perspectives.

**School feedback:** ‘Cambridge students develop a deep understanding of subjects and independent thinking skills.’

**Feedback from:** Principal, Rockledge High School, USA

## Key concepts

Key concepts are essential ideas that help students develop a deep understanding of their subject and make links between different aspects. Key concepts may open up new ways of thinking about, understanding or interpreting the important things to be learned.

Good teaching and learning will incorporate and reinforce a subject's key concepts to help students gain:

- a greater depth as well as breadth of subject knowledge
- confidence, especially in applying knowledge and skills in new situations
- the vocabulary to discuss their subject conceptually and show how different aspects link together
- a level of mastery of their subject to help them enter higher education.

Carefully introducing and developing key concepts at the right time will help to underpin the teaching. You may identify additional key concepts which will also enrich teaching and learning.

The key concepts for Cambridge International AS Level US History since 1877 are:

- **Similarity and difference**  
The patterns of similarity and difference that exist between people, lived experiences, events and situations in the past.
- **Cause and consequence**  
The relationship in history between events, circumstances, actions and beliefs (cause) and the result, event or action that follows (consequence).
- **Change and continuity**  
How some aspects have changed over time (change) and how some have stayed the same (continuity) within a given time frame.
- **Significance**  
The importance given to events, individuals or ideas from the past. One person's view of historical significance may not be the same as another's, and views may change over time.

## Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. More than 2220 universities in over 90 countries formally recognise Cambridge qualifications, with many more accepting our qualifications on application.

UK ENIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge International AS & A Level and found it to be comparable to the standard of AS & A Level in the UK. This means students can be confident that their Cambridge International AS & A Level qualifications are accepted as equivalent, grade for grade, to UK AS & A Levels by leading universities worldwide.

Cambridge International AS Level US History since 1877 is a standalone qualification which provides transferable skills to support further study of history. Depending on local university entrance requirements, students may be able to use it to progress directly to university courses in history or some other subjects. It is also suitable as part of a course of general education.

Visit [www.cambridgeinternational.org/recognition-search/](http://www.cambridgeinternational.org/recognition-search/) and university websites for the most up-to-date higher education entry requirements.

Learn more: [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

## Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support), our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at [www.cambridge.org/education](http://www.cambridge.org/education) and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

Find the next step on your professional development journey:

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit [www.cambridgeinternational.org/support-for-teachers](http://www.cambridgeinternational.org/support-for-teachers)

### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.  
Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)



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## 2 Syllabus overview

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### Aims

The aims describe the purposes of a course based on this syllabus.

You can deliver some of the aims using suitable local historical examples.

The aims are to enable students to:

- expand their knowledge and understanding of key historical factors and events leading to the development of the modern US
- expand their knowledge and understanding of the chronology and order of events of the history of the US from c.1877 to 2008
- develop their interest in the past and an understanding of the collective efforts and achievements that have shaped our present
- build confidence in working with historical concepts such as similarity and difference, cause and consequence, change and continuity, and significance
- appreciate the nature and diversity of historical sources available, and how historians use them
- discover a wide variety of approaches to different aspects of history
- develop independent thinking and make informed judgements on historical issues
- develop an understanding of diverse perspectives from people living in different places, in different time periods, and with different ideas
- build a strong foundation of knowledge and skills for further study of history.

We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.





## Content overview

Candidates study the content in Papers 1 and 2.

### Paper 1 – Historical Sources

Paper 1 has one topic:

- 1 The Gilded Age and Progressive Era.

Candidates also study historical sources skills.

### Paper 2 – Outline Study

Paper 2 has four topics:

- 2 American Imperialism, the First World War, and the 1920s
- 3 The Great Depression, the Second World War, and the Early Cold War
- 4 The Development of the US in the 1960s and 1970s
- 5 The Modern US, 1980–2008.

Candidates also develop extended writing skills.

**School feedback:** ‘Cambridge International AS & A Levels prepare students well for university because they’ve learnt to go into a subject in considerable depth. There’s that ability to really understand the depth and richness and the detail of a subject. It’s a wonderful preparation for what they are going to face at university.’

**Feedback from:** US Higher Education Advisory Council

## Assessment overview

Candidates take Papers 1 and 2.

### Paper 1

Historical Sources                      1 hour 15 minutes  
40 marks

Candidates answer **one** mandatory two-part historical sources question.

Candidates answer both parts of the question.

The question is based on the Paper 1 content.

Externally assessed

40% of the AS Level

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### Paper 2

Outline Study                              1 hour 45 minutes  
60 marks

Candidates answer **two** two-part questions from a choice of four questions.

Candidates answer both parts of the questions they have chosen.

Questions are based on the Paper 2 content.

Externally assessed

60% of the AS Level

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Information on availability is in the **Before you start section**.

Candidates are eligible for grades a–e.

We are working towards digital delivery of assessments for this syllabus in the future.

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Historical knowledge

Candidates should be able to:

Recall, select and use appropriate historical knowledge.

### AO2 Historical explanation, analysis and judgement

Candidates should be able to:

- Identify, explain and analyse the past using historical concepts:
  - cause and consequence
  - change and continuity
  - significance.
- Explain and analyse connections between different aspects of the past.
- Reach a judgement.

### AO3 Historical sources

Candidates should be able to:

Understand, analyse, evaluate and interpret a range of historical sources in context.

## Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

### Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in AS Level %
AO1 Historical knowledge	40
AO2 Historical explanation, analysis and judgement	30
AO3 Historical sources	30
Total	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Historical knowledge	25	50
AO2 Historical explanation, analysis and judgement	0	50
AO3 Historical sources	75	0
Total	100	100

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## 3 Subject content

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This syllabus gives you the flexibility to design a course that will interest, challenge, and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background, and learning context as well as complying with your school policies and local legal requirements.

Candidates study the subject content for Papers 1 and 2.

Where "including" is used in the syllabus subject content, learners must study everything in the list. Where examples are given (denoted by "e.g.") these are for illustrative purposes only. You can choose other relevant examples to use with your learners.

### Paper 1 – Historical Sources

#### Introduction

The teaching of the content for Paper 1 should be delivered through the use of historical sources throughout. Historical sources skills should be integrated into the teaching of the entire content, and not just added at the end of the teaching of the topic.

It is recommended that half the teaching time is spent on teaching the specified subject content for Paper 1 and the other half on teaching the historical sources skills required. However, best practice would be to incorporate the two elements so that they are taught side by side.

Paper 1 is worth 40% of the overall AS Level and is designed to be taught in 70 guided learning hours.

The content for Paper 1 is Topic 1 The Gilded Age and Progressive Era.

## 1 The Gilded Age and Progressive Era

Topic 1 focuses on three key questions:

- 1 What were the impacts of rapid economic growth in the US during the Gilded Age?
- 2 What were the main aims and policies of the Progressive Movement?
- 3 How successful was the Progressive Movement up to 1920?

### 1.1 What were the impacts of rapid economic growth in the US during the Gilded Age?

- Urbanization and immigration, and their impacts
  - Reasons for population growth in the cities and problems caused by it (including housing and transportation issues, health and sanitation issues, and crime)
  - Immigration from Asia, Eastern and Southern Europe, and Mexico
  - Tensions between “New” and “Old” immigrants
  - Impacts of nativism and the Americanization movement
  - Anti-immigrant Legislation (including the Chinese Exclusion Act, 1882; the Gentlemen’s Agreement, 1907; and the Immigration Act of 1917)
- Growth of monopolies/trusts, corporations, and robber barons
  - Vertical and horizontal integration
  - Major industrialists of the period (including Andrew Carnegie, J. P. Morgan, and John D. Rockefeller)
  - Impacts of business associations and lobbying on US politics
- Rise of labor unions and significant strikes
  - Industrial working conditions
  - Significant unions, the composition of their members, and their aims (e.g., the Knights of Labor, the American Federation of Labor, and the International Workers of the World)
  - Differing opinions over gender, race, and immigration within labor unions
  - Significant events and their impacts (including the Great Railroad Strike of 1877; the Haymarket Affair, May 1886; the Pullman Strike, May–July 1894; and the Coal Strike, May–October 1902)
- Rural reactions to industrialization
  - Native American resistance to urbanization and industrialization in the West (including responses to the Dawes Act, 1887; the Wounded Knee Massacre, 1890; and the American Indian boarding schools)
  - Reactions of “cowboys” to increased development in the West
  - Reasons for the migration of Exodusters to the West
  - The Grange Movement and the creation of farmers’ alliances
  - The rise of the Populists and the goals of the Populist Party.

## 1.2 What were the main aims and policies of the Progressive Movement?

- Eliminating political corruption
  - Limits on party machines and bosses
  - Fostering efficiency in government
  - Role of muckrakers in exposing corruption
- Regulation of monopolies and private corporations
  - Antitrust legislation (including the Sherman Antitrust Act, July 1890; the Federal Trade Commission Act, September 1914; and the Clayton Act, October 1914)
  - Regulating products (including the Pure Food and Drug Act, June 1906, and the Meat Inspection Act, June 1906)
  - Regulating child labor (including the Keating-Owen Act, September 1916, and *Hammer v. Dagenhart*, 1918)
- Temperance and prohibition
  - Role of key leaders (including Frances Willard and Carrie Nation)
  - The Women’s Christian Temperance Movement
  - The Anti-Saloon League
- Women’s suffrage
  - Growth of women’s suffrage associations in the Gilded Age and Progressive Era
  - Role and influence of leaders (e.g., Lucretia Mott, Susan B. Anthony, Elizabeth Cady Stanton, and Lucy Stone)
  - Carrie Chapman Catt and her “Winning Plan” v. Alice Paul and the Congressional Union
  - Reasons for changing attitudes of politicians to the suffrage campaign (including women’s role in the First World War).

### 1.3 How successful was the Progressive Movement up to 1920?

- Achievements and limitations of the progressive presidents
  - Theodore Roosevelt's "Square Deal"
  - Taft's economic policies
  - Wilson's "New Freedom"
- Reasons for constitutional reforms and their impacts
  - 16th Amendment
  - 17th Amendment
  - 18th Amendment
  - 19th Amendment
- Limits of the Progressive movement and their impacts
  - The degree to which Progressives addressed the problems of the age (including urban conditions)
  - Impact of Social Darwinism
  - The continuing challenges to political equality
- Race relations in the Progressive Era
  - The impacts of segregation (including *Plessy v. Ferguson*, 1896)
  - Race riots and lynching of African Americans, Hispanic Americans, Asian Americans, and Native Americans
  - Civil rights activism (including the roles of Booker T. Washington, Ida B. Wells, W. E. B. Du Bois, Marcus Garvey, the Niagara Movement, the National Association for the Advancement of Colored People (NAACP), and the Universal Negro Improvement Association (UNIA))
  - Resistance of and calls for reform amongst Native American groups (e.g., the formation of the Society of American Indians).

## Paper 2 – Outline Study

### Introduction

Paper 2 is worth 60% of the overall AS Level and is designed to be taught in 110 guided learning hours.

Paper 2 has four topics:

- Topic 2 American Imperialism, the First World War, and the 1920s
- Topic 3 The Great Depression, the Second World War, and the Early Cold War
- Topic 4 The Development of the US in the 1960s and 1970s
- Topic 5 The Modern US, 1980–2008.

## 2 American Imperialism, the First World War, and the 1920s

Topic 2 focuses on three key questions:

- 1 What were the causes and consequences of US territorial expansion in the late-nineteenth and early-twentieth centuries?
- 2 Why did the US enter the First World War and how did the war impact Americans?
- 3 What were the causes and impacts of economic and cultural changes in the 1920s?

### 2.1 What were the causes and consequences of US territorial expansion in the late-nineteenth and early-twentieth centuries?

- Economic, cultural, and nationalist motivations for territorial acquisitions
  - Manifest Destiny and the closing of the frontier
  - Desire for new markets and resources
  - Political interest and military motivations for overseas expansion
  - Causes and impacts of the Spanish–American War, April–December 1898
  - The impact of the idea of the “white man’s burden”
- Role of Theodore Roosevelt
  - The Roosevelt Corollary
  - The construction of the Panama Canal, May 1904–August 1914
  - Expansion of the US Navy and the Great White Fleet
- Direction of US foreign policy, 1909–21
  - Dollar diplomacy under President Taft
  - Moral Diplomacy under President Wilson
  - US occupations and interventions in Latin America and the Caribbean
- Debates over imperialism
  - Anti-imperialist movement
  - Arguments of the pro-imperialists
  - Discussion of citizenship and status of territories (including the Insular Cases, 1901–03, and the Jones Act, March 1917).



## 2.2 Why did the US enter the First World War and how did the war impact Americans?

- Early reactions of the US to the outbreak of the First World War
  - Wilson's desire to keep the US out of the war
  - Impact of unrestricted submarine warfare on the US (including the sinking of the Lusitania, 1915)
  - Growth of anti-German sentiment
  - The Zimmermann Telegram
  - US entry into the war
- Mobilization for war
  - Propaganda
  - Rationing
  - Conscription
  - Limitations on civil liberties (including the Espionage Act, June 1917; the Sedition Act, May 1918; and *Schenck v. United States*, 1919)
- Experiences of Americans during the First World War
  - Role of women at home and in the war
  - Segregation of the US military
  - Differing experiences of US soldiers abroad (including African American, Hispanic American, and Native American soldiers)
  - Great Migration of African Americans
  - Strikes and the creation of the National War Labor Board.

### 2.3 What were the causes and impacts of economic and cultural changes in the 1920s?

- Causes and effects of the economic boom in the 1920s
  - Legacy of the First World War
  - “Return to Normalcy” and laissez faire
  - Federal policies of low taxes, high tariffs, and widespread availability of credit
  - Increasing standards of living and the development of modern consumerism (including new styles of advertising, the rise of the installment plan, and the rising popularity and affordability of automobiles)
  - Economic difficulties in the 1920s (including barriers to prosperity, impacts on farmers, and the decline of heavy industry)
- Impacts of prohibition and the rise of organized crime
  - Life under prohibition and the speakeasy culture
  - Reasons for the rise of organized crime
  - The power of organized crime and the bootlegging industry
  - The federal response to organized crime
- “Modernity” v. “Tradition”
  - Fundamentalism v. evolution and the Scopes Trial
  - Changes in gender roles and the development of the “New Woman” and feminism
  - Flapper lifestyle and new fashions
  - Opposition to feminism and the flapper lifestyle
- Race relations and activism in the 1920s
  - The growth of intolerance and the rise of the Second Ku Klux Klan (including immigration restriction laws and the First Red Scare)
  - The Red Summer of 1919 and racial violence of the 1920s
  - The Harlem Renaissance and “New Negro” Movement
  - Native Americans’ conditions and status (including the granting of citizenship via the Snyder Act).

### 3 The Great Depression, the Second World War, and the Early Cold War

Topic 3 focuses on three key questions:

- 1 What were the causes and impacts of the Great Depression and New Deal?
- 2 Why and how did US foreign policy evolve between 1935 and 1959?
- 3 Why and how far did US society change in the 1940s and 1950s?

#### 3.1 What were the causes and impacts of the Great Depression and New Deal?

- The causes and impacts of the Great Depression
  - The varied causes for the Great Depression (including overproduction and surplus, high tariffs, availability of easy credit, and over-speculation in the stock market and real estate)
  - Bank failures and the Great Crash
  - Rising unemployment rates amongst different groups of Americans (e.g., African Americans v. white Americans)
  - Homelessness, migration, and family separation (including the repatriation of people of Hispanic heritage)
- Responses of the Hoover administration
  - Attitude of rugged individualism
  - Attempts at relief (including the Reconstruction Finance Corporation, January 1932; the Emergency Relief and Construction Act, July 1932; and the Federal Home Loan Bank Act, July 1932)
  - Response to the Bonus Army, July 1932
- The policies and impacts of Franklin D. Roosevelt's "New Deal"
  - The Three Rs goals of Relief, Recovery, and Reform; and the First Hundred Days
  - The policies of the First New Deal, 1933–34 (including the Emergency Banking Act, the Economy Act, the Agricultural Adjustment Act, the National Industrial Recovery Act, the Tennessee Valley Authority, and the Glass–Steagall Banking Act)
  - The policies of the Second New Deal, 1935–36 (e.g., the Works Progress Administration, the National Labor Relations Act, and the Social Security Act)
- Opposition to the New Deal and its impact
  - Opposition from both sides of the political spectrum (liberal left and conservative right)
  - Rulings of the Supreme Court
  - Franklin D. Roosevelt's responses to opposition (including the "court-packing" plan)
  - The legacy of the New Deal (including the formation of the New Deal Coalition and the expansion of federal government power).

### 3.2 Why and how did US foreign policy evolve between 1935 and 1959?

- Early US reactions to the outbreak of the Second World War and reasons for US entry
  - The Neutrality Acts, 1935–39
  - The Lend-Lease Program, 1941
  - The Japanese attack on Pearl Harbor, December 1941
- The growth and development of the Cold War
  - Tensions between the Allied powers at the Yalta Conference, February 1945, and Potsdam Conference, July 1945
  - Increasing tensions in a divided Europe (including the development of the Iron Curtain)
  - The impact of the dropping of the atomic bomb and nuclear proliferation
  - The Truman Doctrine and the Marshall Plan
  - The Berlin Blockade and Airlift
- The US and communism in the 1950s
  - The Formation of NATO, April 1949, and the Warsaw Pact, May 1955
  - The domino theory and the US reaction to the rise of communist China
  - Causes of the Korean War and reasons for US involvement, June 1950–July 1953
  - Impacts and outcomes of the Korean War
- The Cold War policies of the Eisenhower administration
  - Eisenhower’s “New Look”
  - Changes in Soviet leadership, Khrushchev and “Peaceful Coexistence”
  - The Suez Crisis, October–November 1956
  - The Eisenhower Doctrine
  - The race to successfully launch a satellite into orbit.

### 3.3 Why and how far did US society change in the 1940s and 1950s?

- Economic developments and their impact on society, 1945–59
  - Impacts of the GI Bill
  - The growth of consumerism
  - Impacts of the Baby Boom
  - Migration and the development of the suburbs (including the role of the automobile)
  - Roles of federal government economic policies and programs in stimulating the economy
- Return to traditional, conservative family norms after the Second World War
  - Role of women in the Second World War (e.g., women in the defense industries and the military)
  - Increased popularity and diversity of religion during the 1950s
  - Mass evangelism and televised church services
  - Return to conservative gender norms
  - Resistance to conservative family norms in youth culture (including the role of automobiles, Beatniks, the influence of media, and the impact of rock and roll)
- The impacts of the Second Red Scare, 1946–53
  - Beliefs of and role of Joseph McCarthy
  - The role of the House Un-American Activities Committee
  - Anti-communist congressional legislation and its impacts
  - The Second Red Scare’s impacts on political discourse
- The civil rights movement, 1939–59
  - Race relations and civil rights during the Second World War (e.g., race riots, the Double-V Campaign, and the internment of Japanese Americans)
  - Impact of key civil rights groups (e.g., NAACP, the Congress of Racial Equality (CORE), and the Southern Christian Leadership Conference (SCLC))
  - The role of leading African Americans (e.g., James Farmer, A. Philip Randolph, Bayard Rustin, Thurgood Marshall, and Martin Luther King, Jr.)
  - Responses of the peoples and governments of Southern states (including the Montgomery Bus Boycott, the Southern Manifesto, sit-in protests, and the Little Rock Nine)
  - Impact of federal actions and Supreme Court cases (e.g., *Korematsu v. US*, 1944; Executive Order 9981 and the Desegregation of the Armed Forces, 1948; *Shelley v. Kraemer*, 1948; *Henderson v. U.S.*, 1950; *Brown v. Board*, 1954; *Browder v. Gayle*, 1956; and the Civil Rights Act of 1957).

## 4 The Development of the US in the 1960s and 1970s

Topic 4 focuses on three key questions:

- 1 Why and how did US approaches to the Cold War change between 1961 and 1979?
- 2 Why and how did politics in the US evolve between 1960 and 1979?
- 3 Why and how far did the position of minorities improve in the US between 1960 and 1979?

### 4.1 Why and how did US approaches to the Cold War change between 1961 and 1979?

- Foreign policy under Kennedy
  - Flexible response, March 1961–November 1963
  - The Bay of Pigs Invasion and its impact, April 1961–June 1961
  - The Berlin Crisis and its impact, June 1961–November 1961
  - The Cuban Missile Crisis and its impact, October 1962
- The impacts of the Vietnam War
  - Origins of the Vietnam War and reasons for US entry into the conflict
  - Johnson’s escalation of the war (including the Gulf of Tonkin Resolution and Operation Rolling Thunder)
  - Impact of the Tet Offensive on US strategy and on US public opinion
  - Nixon’s “Vietnamization”
  - The Paris Peace Accords, January 1973, and the outcome of the Vietnam War
- Role of détente
  - Reasons for seeking détente under Nixon
  - Nixon and détente policies in China and the USSR
  - SALT, May 1972, and SALT II, June 1979
  - Helsinki Agreement, 1975
  - US reaction to the Soviet invasion of Afghanistan, December 1979.

## 4.2 Why and how did politics in the US evolve between 1960 and 1979?

- Changing domestic policies of the US presidents from 1960 to 1979
  - Kennedy’s “New Frontier”
  - Johnson’s “Great Society”
  - Nixon’s “New Economic Policy” and Southern Strategy
  - Economic challenges under Ford and Carter
- Evolution of the political spectrum in the mid-twentieth century
  - Rise of the “New Left”
  - Role of student organizations in perpetuating ideals
  - Divisions within the Democratic Party
  - The Republican Party and the “Silent Majority”
  - The development of counterculture and its impact (e.g., hippies)
- Role and impact of mass media (including the anti-war movement)
  - Importance of television to the anti-war movement
  - The credibility gap, the Pentagon Papers, and Watergate
  - The concept of the “imperial presidency”
  - Impact of the anti-war movement on political discourse.

### 4.3 Why and how far did the position of minorities improve in the US between 1960 and 1979?

- Growth and impacts of civil rights activism
  - Role of key leaders (e.g., Martin Luther King, Jr., Stokely Carmichael (also known as Kwame Ture), Malcolm X, Cesar Chavez, Dolores Huerta, and Dennis Banks)
  - Emergence of different activist groups and ideas (e.g., the Black Power movement, the Black Panther Party, the Rainbow Coalition, the Chicano/a movement, the American Indian Movement (AIM), and the Asian American Political Alliance)
  - Key legislation and its impacts (e.g., the Civil Rights Acts of 1960 and 1964, the Voting Rights Act of 1965, and the Immigration and Nationality Act of 1965)
  - Important Supreme Court cases and their impacts (e.g., *Gideon v. Wainwright*, 1963; *Loving v. Virginia*, 1967; and *Regents v. Bakke*, 1978)
- Growth and impacts of feminism and passage of Title IX
  - Betty Friedan and *The Feminine Mystique*, 1963
  - Formation of the National Organization for Women (NOW), 1966
  - The women's liberation movement and the fight for the Equal Rights Amendment (ERA)
  - Advances in gender equality through Congress and Supreme Court rulings (e.g., *Phillips v. Martin Marietta*, 1971; passage of Title IX of the Education Amendments of 1972; *Reed v. Reed*, 1971; *Roe v. Wade*, 1973; and *Corning Glass Works v. Brennan*, 1974)
- Growth and impacts of the gay rights movement
  - The Stonewall Uprising, June 1969
  - The formation of the Gay Liberation Front, July 1969, and other similar organizations
  - The National March on Washington for Lesbian and Gay Rights, October 1979
- Resistance to social changes
  - Anti-feminist movement (including Phyllis Schlafly and opposition to the ERA)
  - Race riots of the late-1960s (e.g., Watts, Los Angeles, Newark, and Detroit)
  - The Kerner Report, February 1968
  - The religious right.



## 5 The Modern US, 1980–2008

Topic 5 focuses on three key questions:

- 1 Why and how did the global role of the US evolve between 1980 and 2008?
- 2 Why and how did US politics change between 1980 and 2008?
- 3 Why and how far did US society change between 1980 and 2008?

### 5.1 Why and how did the global role of the US evolve between 1980 and 2008?

- Re-escalation of the Cold War and the end of the Cold War
  - Reagan’s abandonment of détente
  - The impacts of the policies of Gorbachev and his relationship with President Reagan
  - The Iran-Contra affair
  - The fall of the Berlin Wall
  - The impacts of the collapse of the USSR and its satellite states
- Impacts of globalization on US foreign policy
  - The rise of the European Union
  - The rapid economic growth of China
  - The role of the G8 nations
  - The establishment of the World Trade Organization, January 1995
  - The signing of the North American Free Trade Agreement, December 1993
- Post-Cold War developments
  - The crisis in the Persian Gulf and US reaction to Saddam Hussein’s invasion of Kuwait
  - The expansion of NATO
  - The US interventions in the breakup of Yugoslavia
  - The UN-sanctioned embargo on trade with Iraq
  - Motivations for Clinton’s attacks on Al Qaeda bases in Afghanistan (e.g., the bombing of the World Trade Center, February 1993, and the bombings on US embassies)
- The impacts of the 9/11 attacks and the War on Terror
  - Outcomes of the September 11, 2001 attacks (also known as 9/11 attacks)
  - The impacts of the USA Patriot Act, 2001, and the Homeland Security Act, 2002
  - Attacks on Al Qaeda and the ousting of the Taliban in Afghanistan
  - The invasion of Iraq, 2003
  - George W. Bush Doctrine.

## 5.2 Why and how did US politics change between 1980 and 2008?

- Evolution of political trends from 1980 to 1992
  - The rise of the New Right and the Moral Majority
  - The Reagan Coalition
  - Reaganomics
  - Domestic policies of the George H. W. Bush administration
  - Prominence of social and cultural issues in party politics (e.g., drug use, abortion rights, gay rights, and family values)
- The role of the Clinton administration
  - Clinton’s “third way”
  - Clinton’s attempts at national health care legislation and welfare reform
  - Economic boom, the North American Free Trade Agreement (NAFTA), and the reduction of budget deficits
  - Clinton’s impeachment
- The role of the George W. Bush administration
  - Disputed presidential election of 2000
  - Tax cuts
  - Growth of the budget deficit
  - Response to 9/11 attacks and an emphasis on homeland security
  - Response to Hurricane Katrina
- Reasons for the election of Obama in 2008
  - Obama’s personal and political background
  - Obama’s 2008 campaign promises
  - Impact of the Great Recession on the 2008 election
  - Impact of the continuing war in Iraq on the 2008 election.

### 5.3 Why and how far did US society change between 1980 and 2008?

- Development and impact of new technology and the digital revolution
  - Personal computers
  - Changes in phone technology (including cell phones and smart phones)
  - The development of the internet
  - Rise of social media
  - The robotics revolution
- Development of multiculturalism and an increasingly diverse population
  - The idea of multiculturalism and its growth
  - Growth of minority populations and the 2000 census
  - Causes of increasing amounts of immigration from Central and South America, the Caribbean, and Asia
  - The fight for and passage of the Americans with Disabilities Act (ADA), 1990
- Civil rights and race relations from 1980 to 2008
  - Continuing economic and social inequalities for ethnic minorities
  - Race riots and civil rights marches (e.g., the Los Angeles race riots of 1992; the Million Man March, October 1995; and the Million Woman March, October 1997)
  - The growth of the LGBT rights movement
  - Impacts of feminism in the 1980s and 1990s (e.g., rulings in *Kirchberg v. Feenstra*, 1981, and *Meritor Savings Bank v. Vinson*, 1986)
- Debates over social changes
  - Conservative reactions to the AIDS epidemic
  - Debates over immigration and increasing nativism
  - Opposition to multiculturalism
  - Opposition to affirmative action (e.g., California's Proposition 209, November 1996)
  - Opposition to the LGBT movement.

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## 4 Details of the assessment

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Candidates take Papers 1 and 2.

### Paper 1 – Historical Sources

Written paper, 1 hour 15 minutes, 40 marks

Candidates answer a two-part mandatory question based on the subject content for Paper 1.

The question has four sources with a range of types of sources, including at least three written sources and up to one visual source. The visual source could, for example, be a cartoon, a photograph or a poster.

The word count for the four sources in each question is a maximum of 600 words.

The Paper 1 question is worth 40 marks and is divided into two parts:

- Part (a) 15 marks requiring candidates to comment on similarities and differences between two of the sources in relation to a given topic.
- Part (b) 25 marks requiring candidates to use all four sources and their knowledge of the period to address how far the sources support a given statement.

Candidates must answer **both** the (a) and (b) parts of the question.

Paper 1 tests the following assessment objectives:

- AO1 Historical knowledge: 25%
- AO3 Historical sources: 75%

#### Part (a) questions

Part (a) questions are worth 15 marks. For example:

Read Sources **A** and **B**. Compare these two sources as evidence about the Sherman Anti-Trust Act. [15]

Part (a) questions are focused on a comparison between two of the sources. It requires candidates to compare the two sources to show similarities and differences with support from the sources, and to use contextual understanding and/or source evaluation to explain why these similarities/differences exist.

The command word 'Compare' is used for Part (a) questions. Candidates need to identify/comment on similarities and differences.

Candidates need to comment on **both** the similarities **and** differences.

Part (a) questions are marked using the Paper 1 Table A marking grid published in the specimen Paper 1 mark scheme which accompanies the syllabus. This is available on the syllabus page at [www.cambridgeinternational.org/8102](http://www.cambridgeinternational.org/8102) and our School Support Hub.

The Paper 1 Table A marking grid should be read in conjunction with the indicative content for the Part (a) 15-mark question in the mark scheme.

## Part (b) questions

Part (b) questions are worth 25 marks.

Part (b) questions ask candidates to use all the four sources and their knowledge of the period to address 'how far/to what extent' the sources support a given statement. For example:

Read **all** of the sources. "Trusts brought many benefits." How far do the sources support this view? [25]

Part (b) questions use the command phrases 'How far do the sources support/agree with this view? / To what extent do the sources support/agree with this view?' Candidates need to consider how the sources both support and challenge the statement, providing evidence for both sides of the argument. The 'how far/to what extent' element of the question also needs to be addressed through consideration of the extent of the support and challenge.

Candidates need to explain how they are linking their response and arguments to the given statement/question.

Answers should not describe the content of the sources, but rather should construct an argument that considers both the given and alternative perspectives in response to the question.

Part (b) questions are marked using the Paper 1 Table B marking grid published in the specimen Paper 1 mark scheme which accompanies the syllabus. This is available on the syllabus page at [www.cambridgeinternational.org/8102](http://www.cambridgeinternational.org/8102) and our School Support Hub.

The Paper 1 Table B marking grid should be read in conjunction with the indicative content for the Part (b) 25-mark question in the mark scheme.

## Paper 2 – Outline Study

Written paper, 1 hour 45 minutes, 60 marks

Candidates answer **two** questions from a choice of four. Candidates answer all the parts of the chosen questions.

Questions are based on the subject content for Paper 2.

Paper 2 has four questions. There is one question per subject content topic.

- Question 1 tests content in Topic 2 American Imperialism, the First World War, and the 1920s.
- Question 2 tests content in Topic 3 The Great Depression, the Second World War, and the Early Cold War.
- Question 3 tests content in Topic 4 The Development of the US in the 1960s and 1970s.
- Question 4 tests content in Topic 5 The Modern US, 1980–2008.

Each question is worth 30 marks and is divided into two parts:

- Part (a) 10 marks requiring explanation/connection between historical causes.
- Part (b) 20 marks requiring explanation of the given and alternative perspectives and a comparative judgement.

Candidates must answer **both** the (a) and (b) parts of the chosen questions.

Paper 2 tests the following assessment objectives:

- AO1 Historical knowledge: 50%
- AO2 Historical explanation, analysis and judgement: 50%

## Part (a) questions

Part (a) questions are worth 10 marks. For example:

Explain why there was a growth in feminism during the 1960s and 1970s. [10]

Part (a) questions require candidates to provide causal explanations of the event/action/outcome given in the question.

Candidates are required to state factors and then provide explanations of how these led to the given event/action/outcome. These explanations should be supported by specific and relevant information.

The command phrase 'Explain why' is used for Part (a) questions. Candidates need to set out purposes or reasons / make the relationships between things clear / say why and support with relevant evidence.

Part (a) questions are marked using the Paper 2 Table A marking grid published in the specimen Paper 2 mark scheme which accompanies the syllabus. This is available on the syllabus page at [www.cambridgeinternational.org/8102](http://www.cambridgeinternational.org/8102) and our School Support Hub.

The Paper 2 Table A marking grid should be read in conjunction with the indicative content for each Part (a) 10-mark question in the mark scheme.

## Part (b) questions

Part (b) questions are worth 20 marks. For example:

How far was the policy of détente successful between 1972 and the end of 1979? [20]

Part (b) questions require candidates to provide an argument that considers both the perspective given in the question and alternative perspectives, analysing why one might be stronger than the other.

Part (b) questions use the command phrases:

- 'To what extent ...?' Candidates need to explain the perspective stated in the question before explaining alternative perspectives for the given issue. The extent of the agreement and disagreement should also be addressed.
- 'How far do you agree with this view? / To what extent do you agree with this view?' Candidates need to explain why they agree with the given statement before considering other perspectives providing alternative views. 'How far' / 'To what extent' also needs to be addressed through consideration of the extent of the agreement and disagreement.
- 'How far was ... successful/unsuccessful?' Candidates need to explain why they agree with the given statement before providing alternative perspectives. Candidates will also need to address the extent of success or unsuccessfulness.
- 'How far was ... the key factor/the main reason ...?' Candidates need to explain the impact that the given reason had on the stated event before considering alternative perspectives. The extent of the impact of the perspectives should also be addressed.
- 'How successful/how important was ...?' Candidates should explain the success or importance of the factor stated in the question before considering alternative perspectives. The extent of the success/importance of the different perspectives should also be addressed.

Part (b) questions are marked using the Paper 2 Table B marking grid published in the specimen Paper 2 mark scheme which accompanies the syllabus. This is available on the syllabus page at [www.cambridgeinternational.org/8102](http://www.cambridgeinternational.org/8102) and our School Support Hub.

The Paper 2 Table B marking grid should be read in conjunction with the indicative content for each Part (b) 20-mark question in the mark scheme.

## Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
<b>Compare</b>	identify/comment on similarities and/or differences
<b>Explain</b>	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence

The command word 'Compare' is used in the assessment in Paper 1 Part (a) questions. In their responses candidates are required to comment on both similarities **and** differences.

Phrases such as 'How far do the sources support/agree with this view?' / 'To what extent do the sources support/agree with this view?' may be used in the assessment in Paper 1 Part (b) questions.

The command word 'Explain' is used in the assessment in Paper 2 Part (a) questions. 'Explain' is followed by why, i.e. 'Explain why ...'.

Phrases such as 'To what extent ...?', 'How far do you agree with this view?', 'To what extent do you agree with this view?', 'How far was ... successful/unsuccessful?', 'How far was ... the key factor/the main reason ...?' and 'How successful/how important was ...?' may also be used in the assessment in Paper 2 Part (b) questions.

For additional guidance on the use of the command words and phrases in the assessment see the information on Papers 1 and 2 in this Section 4 Details of assessment.

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## 5 What else you need to know

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This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

We recommend that learners starting this course should have completed a course in history equivalent to Cambridge IGCSE™ or Cambridge O Level.

#### Guided learning hours

We design Cambridge International AS Level syllabuses to require about 180 guided learning hours for each Cambridge International AS Level. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

#### Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at [www.cambridgeinternational.org/adminzone](http://www.cambridgeinternational.org/adminzone). This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at [www.cambridgeinternational.org/8102](http://www.cambridgeinternational.org/8102)

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

You can enter candidates in the June and November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

#### Combining with other syllabuses

Candidates can take this syllabus alongside other syllabuses in a single exam series. The only exceptions are:

- Cambridge International AS & A Level European History (9981)
- Cambridge International AS & A Level International History (9982)
- Cambridge International AS & A Level History (9489) (not available to centres in the US)
- syllabuses with the same title at the same level.

#### Group awards: Cambridge AICE Diploma

Cambridge AICE Diploma (Advanced International Certificate of Education) is a group award for Cambridge International AS & A Level. It encourages schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge AICE Diploma at [www.cambridgeinternational.org/aice](http://www.cambridgeinternational.org/aice)



## Making entries

Exams officers are responsible for submitting entries. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has access to this guide.

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

### Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Retakes

Candidates can retake Cambridge International AS Level as many times as they want to. Information on retake entries is at [www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

### Language

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

## Accessibility and equality

### Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

## Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

### Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. This is explained in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

- For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment.
- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. All applications should be made by the deadlines published in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Contact us at the start of the course to find out if we can approve an access arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

## After the exam

### Grading and reporting

Grades a, b, c, d or e indicate the standard a candidate achieved at Cambridge International AS Level. 'a' is the highest and 'e' is the lowest grade.

'Ungraded' means that the candidate's performance did not meet the standard required for the lowest grade (e). 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge International AS Level is shown as General Certificate of Education, GCE Advanced Subsidiary Level (GCE AS Level).

**School feedback:** 'Cambridge International A Levels are the 'gold standard' qualification. They are based on rigorous, academic syllabuses that are accessible to students from a wide range of abilities yet have the capacity to stretch our most able.'

**Feedback from:** Director of Studies, Auckland Grammar School, New Zealand

## How students, teachers and higher education can use the grades

### Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

- 1 to measure learning and achievement

The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

- 2 to show likely future success

The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.

The outcomes help students choose the most suitable course or career.

## Changes to this syllabus for 2027, 2028 and 2029

This syllabus is new for first examination in 2027.

**You must read the whole syllabus before planning your teaching programme.**

### Changes to availability

- This Cambridge International AS Level US History since 1877 (8102) syllabus and the Cambridge International AS Level US History to 1877 (8101) syllabus replace the Cambridge International AS & A Level History (9489) syllabus for schools in the United States.
- The last assessment of the Cambridge International AS & A Level History (9489) syllabus in the United States is November 2026.
- From June 2027, candidates should enter for the new Cambridge International AS Level US History to 1877 (8101) syllabus and/or the Cambridge International AS Level US History since 1877 (8102) syllabus.
- Candidates in the United States interested in studying European or International History can enter for the new Cambridge International AS & A Level European History (9981) and the Cambridge International AS & A Level International History (9982) syllabuses available from assessment in 2027.

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes show how students should answer questions to meet the assessment objectives.

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge International AS & A Level.

### Quality management



We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/about-us/our-standards/](http://www.cambridgeinternational.org/about-us/our-standards/)

**School feedback:** ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

**Feedback from:** Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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