

IGCSE History 0470: Modern World History
Juanita High School Cambridge Program- Ms. Odegard
Summer Assignment – Grade 9

- ✓ The summer activities discussed below will begin your studies for the 2020-2021 school year. Please bring completed items on the first day of school and be prepared to discuss.

1) Syllabus Aims & Assessment Objectives Reflection

- a. Read and highlight (as needed) “Syllabus aims and assessment objectives” (back of handout). Feel free to look up challenging vocabulary to help your understanding of the content.
- b. In one typed paragraph, reflect on the following:
 - ✓ two course aims and/or assessment objectives for which you already have confidence and/or strengths in
 - AND-**
 - ✓ two course aims and/or assessment objectives that may be areas of concern and/or improvement for you as a learner.

**This is a reflection piece, which means there is no “right” or “wrong” answer. ☺*

2) Core Content (Summer Focus: Unit 1) Extended Response

- a. Start by taking Unit 1 (summer focus) notes (see “Core Content: Option B”-on attached page for focus points and specified content)
**Notes may be taken in any structure/format*
**Feel free to use any of the links below:*

Note-taking Tips:

http://kidshealth.org/teen/school_jobs/school/take_notes.html

Content Resources:

<http://www.johndclare.net/>

http://www.johndclare.net/peace_treaties6.htm

http://www.historylearningsite.co.uk/treaty_of_versailles.htm

http://www.bbc.co.uk/history/worldwars/wwone/versailles_01.shtml

- b. Using content from your Unit 1 notes, write a one-page, typed single-spaced response in your own words that answers this question from Unit 1: ***Were the Peace Treaties of 1919-1923 fair?***
- c. Don’t forget to cite your sources in MLA format.
Formatting Tips: <http://owl.english.purdue.edu/owl/resource/747/01/>

All related links will be available on the Cambridge Program page of the JHS website.
See you in the fall!

Sincerely,
Ms. Traci Odegard
todegard@lwsd.org

5.1 Syllabus aims

The aims of Cambridge IGCSE History are to:

- stimulate an interest in and enthusiasm for learning about the past
- promote the acquisition of knowledge and understanding of individuals, people and societies in the past
- ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
- promote an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference
- provide a sound basis for further study and the pursuit of personal interest
- encourage international understanding
- encourage the development of historical skills, including investigation, analysis, evaluation and communication skills.

5.2 Assessment objectives

The assessment objectives in Cambridge IGCSE History are:

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

AO2: an ability to construct historical explanations using an understanding of:

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

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

6.2 Core Content: Option B

The 20th century: International Relations since 1919

The Core Content in Option B focuses on seven Key Questions:

- 1 Were the peace treaties of 1919–23 fair?
- 2 To what extent was the League of Nations a success?
- 3 Why had international peace collapsed by 1939?
- 4 Who was to blame for the Cold War?
- 5 How effectively did the USA contain the spread of Communism?
- 6 How secure was the USSR's control over Eastern Europe, 1948–c.1989?
- 7 Why did events in the Gulf matter, c.1970–2000?



Unit 1

1 Were the peace treaties of 1919–23 fair?

Focus Points

- What were the motives and aims of the Big Three at Versailles?
- Why did all the victors not get everything they wanted?
- What was the impact of the peace treaty on Germany up to 1923?
- Could the treaties be justified at the time?

Specified Content

- The peace treaties of 1919–23:
 - the roles of individuals such as Wilson, Clemenceau and Lloyd George in the peacemaking process
 - the impact of the treaties on the defeated countries
 - contemporary opinions about the treaties.