

IGCSE History examination tips for Paper 2: Prescribed Topic

This guide is specifically focused on strategies to think about when answering the questions for the prescribed topic on Paper 2 on the 2016 exam. If you know your material, and you know how to tackle the specific prompt words in the questions, history will be made with excellent results ☺. However, it is all up to you. A guide on examination tips is no good as pages of words – so read, absorb, and perform.

Paper 2 (Source-based paper on a prescribed topic):

For the May/June 2016 exam session, the prescribed topic for the 20th century option is ‘Why did events in the Gulf matter, c. 1970 – 2000?’

There will be six questions to answer, based on a variety of **source material**, and on the candidate’s **own knowledge** (as necessary). As there are no past papers, I think it is really valuable that you prepare for this exam by doing the following:

- **Revise** Chapter 7 from the CIE endorsed text book, that is, Cantrell, J. et al (2013) *20th Century History for Cambridge IGCSE* Oxford University Press [ISBN 9780199136360]
- Download the **specimen paper AND the mark scheme** at the CIE website: <http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-history-0470/past-papers/>
- **Practice** on the specimen paper, and pay careful attention to the mark scheme.

To practice for Paper 2, even though the specimen paper is not on the topic, you need to remember that you are showcasing your content knowledge, but probably more importantly, your skills at answering source-based questions. SO, think about the skills you are using in the practice as these skills will be needed for the prescribed topic on the Gulf in May 2016. Practice your timing in answering the questions, and your ability to read and interpret sources. You will also need to be able to answer questions that ask ‘How far’ or ‘To what extent’. The successful candidate will address all aspects of the questions asked and reach the highest level of marks. Ready? Here is a suggested approach:

1. Look at the **structure** of Paper 2. It will have the following elements:
 - An **overarching question** at the beginning: this can be developed by the examiners from the syllabus content, or it could closely mirror the questions of focus in the syllabus. If one of the following syllabus questions came up, would you be able to answer it?
 - Why did events in the Gulf matter, c. 1970 – 2000?
 - Why was Saddam Hussein able to come to power in Iraq?
 - What was the nature of Saddam Hussein’s rule in Iraq?
 - Why was there a revolution in Iran in 1979?
 - What were the causes and consequences of the Iran-Iraq War, 1980 -88?
 - Why did the First gulf War take place?

History Past Paper 2igcse

Timothy Chadwick



History Past Paper 2igcse:

Cambridge IGCSE® and O Level History Option B: The 20th Century Coursebook Paul Grey, Rosemarie Little, Robin Macpherson, John Etty, Graham Goodlad, 2018-01-25 Cambridge IGCSE and O Level History Second edition for Option B the 20th Century of the syllabus 0470 2147 updated for the revised syllabus for first examination from 2020 and now supporting O Level as well Help your students take an enquiry led approach to historical learning with Cambridge IGCSE and O Level History Full of activities and primary and secondary sources this resource encourages the application of historical skills and enables investigative questioning of cause and consequence Endorsed by Cambridge Assessment International Education for Option B the coursebook is written by a team of experienced teachers and provides comprehensive coverage of all of the Key Questions and four of the Depth Studies for syllabus Option B the 20th Century Sample answers to a selection of the exam style questions can be found in the teacher's resource

Cambridge IGCSE and O Level History Study and Revision Guide Benjamin Harrison, 2019-10-07 Enter the exam with the confidence to achieve your best grade using a concise summary of the syllabus content and step by step guidance in exam technique Target your revision on the issues Key Questions and Focus Points Build your history vocabulary with the Key words feature Reinforce knowledge and skills learned with exam style Practice questions and Model answers Avoid common errors and aid preparation with Examiner's tips highlighting good practice This Study and Revision Guide is designed for the examination from 2020 This title has not been through the Cambridge Assessment International Education endorsement process

Cambridge IGCSE and O Level History Study and Revision Guide, Second Edition Benjamin Harrison, 2023-10-27 New edition to match the revised Cambridge IGCSE™ IGCSE 9 1 and O Level syllabuses 0470 0977 2147 for examination from 2024 Reinforce knowledge and skills using a concise summary of the syllabus content and step by step support from an experienced author or Target revision on the issues with Key Points for each section within a topic or Build history vocabulary with a Key Terms glossary for each topic or Check your understanding and progress with Test Yourself questions or Reinforce knowledge and exam skills with exam style practice questions and model answers or Clarify key points and ensure common mistakes are avoided with advice and tips

Cambridge IGCSE and O Level History 2nd Edition Ben Walsh, 2018-05-08 Exam board Cambridge Assessment International Education Level IGCSE Subject History First teaching September 2018 First exams Summer 2020 This title is endorsed by Cambridge Assessment International Education to support Option B for examination from 2020 Rely on author Ben Walsh's bestselling approach to navigate through the content of the latest Cambridge IGCSE and O Level History syllabuses 0470 0977 2147 and help to prepare for examination Deepen understanding through clear and engaging text to build the content knowledge required by the course Develop analytical skills through carefully designed Focus Tasks on all the Focus Points or Key Questions from the syllabus Get a feel for the period and the issues through abundant source material that also ensures regular practice of source evaluation skills Remember historical facts better through memorable

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Language Awareness in Teaching Timothy Chadwick, 2012-04-05 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education Reform and Language Education Produced with University of Cambridge International Examinations the Toolkit helps teachers to develop language awareness to support their students with the academic language they need to be successful in subjects taught through English With reflective questions and activities it can be used either for self study or in training modules Useful for both content and English language teachers it is aimed primarily at those who teach students for whom English is not their first language for example as part of a bilingual or CLIL programme or in an international English medium school

Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms Mark deBoer, Dmitri Leontjev, 2020-11-17 This volume builds a conceptual basis

for assessment promoting learning in Content and Language Integrated Learning CLIL classrooms and proposes practical assessment approaches and activities that CLIL teachers can apply in the classroom CLIL as an educational context is unique as language and content learning happen simultaneously The efficacy of such instruction has been studied extensively but assessment in CLIL classrooms has drawn much less attention The present volume aims to fill this gap Arranged based on different ways that content and language are integrated in CLIL the chapters in this book together build a solid theoretical basis for assessment promoting learning in CLIL classrooms The authors discuss how assessment eliciting this integration yields insights into learners abilities but more importantly how these insights are used to promote learning The contributors to the volume together build the understanding of classroom based assessment as cyclic of teaching learning and assessment as inter related and of content and language in CLIL classrooms as a dialectical unity This volume will spark interest in and discussion of classroom based assessment in CLIL among CLIL educators and researchers enable reflection of classroom assessment practices and foster collaboration between CLIL teachers and researchers The assessment approaches and activities discussed in the volume in turn will help educators understand the scope of applications of assessment and inspire them to adapt these to their own classrooms

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