

IGCSE Past Exam Questions

5 Mark Questions:

- What were the main weaknesses in the structure and organisation of the League of Nations?
- What actions did Hitler take between 1933 and 1937 to destroy the Treaty of Versailles?
- What did Stalin gain from the Yalta conference?
- What did the founders of the United Nations hope it would achieve?
- In what ways did the Treaty of Versailles weaken the German economy?
- What were the aims of Hitler's foreign policy?
- What was the 'Iron Curtain'?
- Describe relations between the USA and Cuba from 1959 to the Bay of Pigs invasion of 1961.
- With reference to the terms of the peace settlements of 1919-20, what were (i) mandates (ii) plebiscites?
- What were the main aims of the League of Nations when it was set up in 1920?
- Describe how the Berlin Wall affected people's lives in Berlin.
- What were the main aims of the United Nations Organisation (UNO) when it was established?
- What did Lloyd George want to achieve from the peace settlement of 1919-1920?
- What happened at the Munich Conference in 1938?
- Describe the Bay of Pigs incident.
- Describe the membership and role of the United Nations Security Council
- What was the policy of appeasement, and why was it followed by Britain in the 1930s?
- What were the main problems facing the Allied leaders when they met at Potsdam?
- Describe the USA's response to Castro's takeover of Cuba.

7 Mark Questions:

- Why did the Depression make the work of the League of Nations more difficult?
- Why was Hitler able to unite Germany with Austria in 1938?
- Why did tensions between the USSR and the Western Allies increase at the Potsdam conference?
- Why did the United Nations become involved in the Congo in 1960-61?
- Why did the victors fail to get everything they wanted at Versailles?
- Why did Britain follow a policy of appeasement towards Germany in the 1930s?
- Why was Berlin a cause of tension between East and West after the Second World War?
- Why did the Cuban Missile Crisis cause so much alarm?

Igcse History Questions

Mark deBoer, Dmitri Leontjev



Igcse History Questions:

Cambridge IGCSE and O Level History 3rd Edition: Option B: The 20th century Ben Walsh, Benjamin Harrison, 2022-11-07

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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 Target revision on the issues with Key Points for each section within a topic Build history vocabulary with a Key Terms glossary for each topic Check your understanding and progress with Test Yourself questions Reinforce knowledge and exam skills with exam style practice questions and model answers Clarify key points and ensure common mistakes are avoided with advice and tips **IGCSE Crash Course: 20th Century History** Prashanthi Subbiah, 2021-06-10 Recommended age group Age 12 and above Recommended audience Students teachers and all learners who wish to understand the connect between the past and the present In a time when liberal and interdisciplinary education is on the rise the importance of the social sciences is increasing Such education focuses on introspecting into current and future challenges This means that knowledge of historical events would give us a head start in any field of study This book is a resource aimed at providing such knowledge to students In particular it aids students in learning about the 20 th Century It has been published with the intent to help students obtain a good understanding of events and equip them with a strong foundation to relate to the significance of the described events in today's world Tough topics have been simplified by using flow charts tables bullet points and simple language without sacrificing on the quality of content This has been done to make the content easy to comprehend and seem more like a story than something monotonous This resource hopes to spark an interest in readers towards these topics It is mainly aimed at students of the IGCSE History curriculum which is a two year long course spanning over Grades 9 and 10 This resource is designed to be used for both years It is also suitable for learners outside of this subject and curriculum such as students of Global Perspectives and other Social Studies subjects in International and Indian Boards and fellow history buffs The content it covers could also be taught to middle school students to help ignite an interest in this fascinating subject Pearson Edexcel International GCSE (9-1) History: Paper 1 Depth Studies Rob Bircher, Jennifer McCullough, Rob Quinn, 2021-06-14 Exam board Pearson Edexcel Level International GCSE 9 1 Subject History First teaching September 2017 First exams Summer 2019 Endorsed for Pearson Edexcel qualifications Follow the tried and tested methods of bestselling

author Ben Walsh This book builds the skills required for exam success helps students to remember all the content and makes History really interesting The authors have listened to feedback from teachers and students about the challenging aspects of the specification to ensure that they deliver the support you need You can rely on this textbook to b Ensure that History is accessible to all bStraightforward language manageable chunks of text and plenty of bullet points guide you through the content which is covered in the amount of depth that students needbrbrb Bring historical events people and developments to life b Focus on what really matters bThe features in the book are designed to consolidate students knowledge of the key points from Focus boxes and regular Knowledge check questions to end of chapter summariesbrbrb Break down exam skills into small steps bActivities throughout the chapters and larger Focus tasks teach students how to select organise and use their knowledge to explain analyse evaluate and make judgementsbrbrb Provide easy to follow exam advice Depth studiesbr Germany development of dictatorship 1918 45 *Teaching History* Ian Phillips,2008-05-19

Reflective practice is at the heart of effective teaching and this book will help you develop into a reflective teacher of history Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make the best use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a history teacher The book comes with access to a companion website where you will find Videos of real lessons so you can see the skills discussed in the text in action Transcripts from teachers and students that you can use as tools for reflection Links to a range of sites that provide useful additional support Extra planning and resource materials If you are training to teach history citizenship or social sciences this book will help you to improve your classroom performance by providing you with practical advice and also by helping you to think in depth about the key issues It provides examples of the research evidence that is needed in academic work at Masters level essential for anyone undertaking an M level PGCE Ian Phillips is course leader for PGCE History and Teaching and Learning Fellow at Edge Hill University *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 Whose History: Essays in Perception Caroline Ellwood, 2016-06-21 Today more than ever students and teachers should be better able to address questions of perspective with more original sources at their fingertips Whose History raises and addresses important questions about how history is perceived not only through aspects of historiography but by teachers deciding how and what to teach in this modern world A wide range of respected contributors with a vast experience in education cover topics such as Coming to terms with the past Germany's changing view of the Second World War Dangerous interpretations in post conflict history teaching and Is the past such a foreign country Rediscovering history as a way to understanding the micropolitics of the present Contributors include Dinos Aristidou Richard Caston Dr Richard Caffyn Dr Rebecca Conway Malcolm Davis Dr Caroline Ellwood Terry Haywood Dr Walther Hetzer Jack Higginson Dr Siva Kumari Roger Moorhouse Professor Olukoya Ogen Dr Malcolm Pritchard Dr Rauni Rasanen Paul Regan

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