

International GCSE **History**

(9245) Specification



For teaching from September 2026 onwards

For exams May/June 2028 onwards

For teaching and examination outside
the United Kingdom

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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at **oxfordaqa.com/9245**
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose OxfordAQA International GCSE?

Our international qualifications enable schools that follow a British curriculum to benefit from the best education expertise in the United Kingdom (UK).

Our International GCSEs offer the same rigour and high quality as GCSEs in the UK and are relevant and appealing to students worldwide. They reflect a deep understanding of the needs of teachers and schools around the globe and are brought to you by Oxford University Press and AQA, the UK's leading awarding body.

Providing valid and reliable assessments, these qualifications are based on over 100 years of experience, academic research and international best practice. They reflect the latest changes to the British system, enabling students to progress to higher education with up-to-date qualifications.

You can find out about OxfordAQA at oxfordaqa.com

1.2 Why choose our International GCSE History?

We have worked closely with teachers to develop a relevant, engaging and up-to-date History specification to inspire, motivate and challenge all students regardless of their academic ability.

Particular care has been taken to make the language used in question papers as accessible as possible and suitable for those students for whom English is not their first language. UK English spellings will be used in examination papers. British idiosyncratic terms however, will be avoided to aid students' understanding.

We believe in the important contribution History can make to students' development. That is why we have designed a specification that studies different aspects of the past, so that students can engage with key issues such as international conflict and conciliation, understand what drives change, and explore how the past influences the present. The specification incorporates international relations, the history of selected societies and thematic studies, and there is a focus on the experience and contributions of different individuals and groups of people and the diversity of human experience.

We've worked with teachers and subject experts to include not only popular and well-established topics, but also some exciting new topics for today's world which will resonate with students, helping them gain new insights into the world around them. Our GCSE will provide choice and flexibility and enable you to teach the history you want to teach, equipping your students with essential skills and prepare them for further study.

You can find out about all our International GCSE History qualifications at oxfordaqa.com/9245

1.3 Recognition

OxfordAQA meet the needs of international students. Please refer to the published timetables on the exams administration page of our website (oxfordaqa.com/exams-administration) for up to date exam timetabling information. They are an international alternative and comparable in standard to the Ofqual regulated qualifications offered in the UK.

To see the latest list of universities who have stated they accept these international qualifications, visit oxfordaqa.com/recognition

1.4 The Oxford International Programme learner attributes

In order to equip students with the skills they need for success both now and in the future, we have worked with Oxford University Press to create the Oxford International Programme. This combines the Oxford International Curriculum with OxfordAQA qualifications, creating an integrated offer for international schools, from Early Years to A-level.

At its core we have introduced the Oxford International Programme learner attributes – the skills and competencies that enable our students to thrive academically, socially and personally.

The learner attributes, alongside our focus on demonstrating higher order critical thinking skills, ensure that students are equipped to get the grades that will take them places, and build the skills they need to be successful when they get there.



1.5 Support and resources to help you teach

We know that support and resources are vital for your teaching and that you have limited time to find or develop good quality materials. That's why we've worked with experienced teachers to provide resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

You will have access to:

- sample schemes of work to help you plan your course with confidence
- training and support to help you deliver our qualifications
- student textbooks that have been checked and approved by us
- command words with exemplars

Preparing for exams

You will have access to the support you need to prepare for our exams, including:

- specimen papers and mark schemes
- exemplar student answers with examiner commentaries

Analyse your students' results with Data Insights

After the first examination series, you can use this tool to see which questions were the most challenging, how the results compare to previous years and where your students need to improve. Data Insights, our free online results analysis tool, will help you see where to focus your teaching.

Information about results, including maintaining standards over time, grade boundaries and our post-results services, will be available on our website in preparation for the first examination series.

Help and support

Visit our website for information, guidance, support and resources at oxfordaqa.com/9245

You can contact the subject team directly at info@oxfordaqa.com or call us on +44 (0)161 696 5995 (option 1 and then 1 again).

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm.

2 Specification at a glance

The title of the qualification is:

- OxfordAQA International GCSE History.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

The guided learning hours (GLH) for this qualification are 120–140. This figure is for guidance only and may vary according to local practice and the learner's prior experience of the subject.

2.1 Subject content

Paper 1 – International Relations depth studies: conflict and peace in the 20th Century

Students will study one of the following two optional depth studies:

- Peacemaking and the League of Nations, c1919-1939 (page 9)
- Crises of the Cold War, 1960-1975 (page 10)

Students will then study one of the following four optional depth studies:

- The origins of the First World War, c1890-1915 (page 10)
- Hitler's foreign policy and the origins of the Second World War, 1933-1941 (page 11)
- The origins and development of the Cold War, 1945-1960 (page 12)
- Détente and the collapse of communism, c1969-1991 (page 12)

Paper 2 – Studies in change

Students will study one of the following three optional studies looking at societies in change:

- Life in Germany, 1919-1949 (page 13)
- Life in Russia and the USSR, 1914-1953 (page 14)
- Life in the USA, 1919-1968 (page 15)

Students will then study one of the following two optional thematic studies:

- Technology and change, c800-present day (page 16)
- Medicine and change, c800-present day (page 17)

2.2 Assessments

Paper 1: International Relations depth studies: conflict and peace in the 20th Century	+	Paper 2: Studies in change
<p>What's assessed</p> <p>Section A</p> <p>Peacemaking and the League of Nations, c1919 - 1939</p> <p>or</p> <p>Crises of the Cold War, 1960-1975</p> <p>Section B</p> <p>The origins of the First World War, c1890-1915</p> <p>or</p> <p>Hitler's foreign policy and the origins of the Second World War, 1933-41</p> <p>or</p> <p>The origins and development of the Cold War, 1945-1960</p> <p>or</p> <p>Détente and the collapse of communism, c1969-1991</p>		<p>What's assessed</p> <p>Section A - Societies in change</p> <p>Life in Germany, 1919-1949</p> <p>or</p> <p>Life in Russia and the USSR, 1914-1953</p> <p>or</p> <p>Life in the USA, 1918-1968</p> <p>Section B – Thematic studies</p> <p>Technology and change, c800-present day</p> <p>or</p> <p>Medicine and change, c800-present day</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 60 marks • 50% of GCSE • Pre-released booklet of primary and secondary sources for Section A will be made available on 1 February for the May/June series and 1 July for the October/November series. 		<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 60 marks • 50% of GCSE
<p>Questions</p> <p>Section A</p> <p>30 marks - questions will focus on a mixture of unseen and pre-released sources (AO3).</p> <p>Section B</p> <p>30 marks - short and extended response questions (AO1/AO2).</p>		<p>Questions</p> <p>Section A</p> <p>30 marks - short and extended response questions (AO1/AO2).</p> <p>Section B</p> <p>30 marks - short and extended response questions (AO1/AO2).</p>

3 Subject content

3.1 Paper 1 - International relations depth studies: Conflict and Peace in the 20th Century

Paper 1 has a choice of six depth studies focusing on international relations in the 20th Century are provided, of which students will study two.

There are no prohibited combinations of options.

3.1.1 Section A

Section A offers students a choice of two options, of which students will study one. The assessment is based entirely on primary and secondary sources (AO3). Different types of visual and written primary and secondary sources will be used in the assessment.

A booklet containing three sources will be pre-released before the examination. Two unseen sources, which will not be included in the pre-release booklet, will also be assessed.

It is not permitted to bring any notes or annotations into the exam. A clean-copy source insert containing all five sources will be provided.

The booklet of pre-release sources for Section A will be made available on 1 February for the May/June series and 1 July for the October/November series.

3.1.1.1 Peacemaking and the League of Nations, c1919-1939

This study enables students to understand the complex and diverse interests of different individuals and powerful states. It looks at concepts such as self-determination, ideas of internationalism and the challenges of devising the peace settlement after the end of the First World War. It focuses on the instabilities caused by the peace treaties, militarism and global crises of international cooperation, and seeks to show how and why conflict occurred and why it proved difficult for the League of Nations to prevent conflict and preserve peace. It considers the role of key individuals and groups in shaping change.

Peacemaking following the First World War, 1919-23

- **The Paris Peace Conference:** the aims of Clemenceau, Lloyd George and Woodrow Wilson: the Fourteen Points; self-determination and the formation of a League of Nations; the extent to which the peacemakers achieved their aims.
- **The main terms of the Treaty of Versailles:** the 'Diktat'; territorial changes; military restrictions, war guilt and reparations.
- **The impact of the Treaty of Versailles:** the strengths of the Treaty and the difficulties it created; Germany's objections; reactions of the Allies.
- **The wider settlement:** the peacemakers' treatment of Austria, Hungary and Turkey; strengths of the treaties and the difficulties they created for different states; the Treaty of Lausanne.

The League of Nations and efforts to bring about a more peaceful world

- **The League of Nations:** its formation and Covenant; the organisation, powers and peace-keeping role of the League; the Assembly; the Council; the Permanent Court of Justice; military and economic sanctions; membership and how it changed.
- **The contribution of the League to peace in the 1920s:** successes and failures, such as the Åland Islands, Upper Silesia, Vilna, Corfu and Bulgaria; the work of the League's agencies; the Geneva Protocols.

- **Diplomacy outside the League:** Locarno treaties and the Kellogg-Briand Pact; efforts to bring about disarmament in the 1920s and early 1930s.
- **The reasons for the collapse of the League in the 1930s:** the impact of the world economic depression; Japanese militarism and the Manchurian Crisis 1931–1933; the Abyssinian Crisis 1935–1936 and actions taken by the League; non-intervention in the Spanish Civil War; the League as a peacekeeping body in the lead up to the start of the Second World War.

3.1.1.2 Crises of the Cold War, 1960–1975

This study enables students to understand the complex and diverse interests of different states, ideologies and the individuals who represented them. It considers revolutionary movements during this time and their impact on East-West rivalry. It focuses on global crises of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. It considers the role of key individuals and groups in shaping change.

Threats to peace in the 1960s

- **Causes of tension:** The U2 Crisis, 1960; the responses of the USA and the USSR to the crisis and the effect on the Paris Summit; the situation in Berlin, including the Berlin Wall; Kennedy's response; the space and arms races: nuclear deterrent; the development of ICBMs; Polaris; interplanetary and human spaceflight including, Yuri Gagarin and the Apollo space programme.
- **The Cuban Missile Crisis, 1962:** the effect of Castro's seizure of power in Cuba, 1959; Kennedy and the Bay of Pigs; Khrushchev and the missile crisis of 1962; Kennedy's response; the danger to the world; the results of the crisis; the effect on Kennedy and Khrushchev.
- **Czechoslovakia, 1968: Dubček and the Prague Spring;** why it concerned the USSR and the Warsaw Pact and their response to it; the effects on East-West relations; the Brezhnev Doctrine.

Conflict in Vietnam

- **The US escalation of conflict in Vietnam:** the Domino Theory; intervention under Kennedy; the Vietcong – support, leadership and guerrilla tactics and the US response; Strategic Hamlets programme; Johnson's war; the Gulf of Tonkin incident 1964; the bombing campaign; My Lai; the protest movement in the US; Search and Destroy tactics; the Tet Offensive, 1968.
- **The ending of the conflict in Vietnam:** Nixon's War including Vietnamisation; chemical warfare and bombing; relations with China; widening the war into Laos and Cambodia, 1970–1972; protests and opposition to the war, including Kent State University, the impact of the media; the end of the war; Paris peace talks; US withdrawal and the fall of Saigon, 1975.

3.1.2 Section B

Section B offers students offers a choice of four options, of which students will study one. The assessment in Section B is based on a series of short and extended response questions.

3.1.2.1 The origins of the First World War, c1890–1915

This study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes of the First World War and seeks to show how and why conflict occurred and why it proved difficult to prevent it and preserve peace. This includes the impact of the Alliance system, the arms race, imperial rivalries, nationalism and why a regional conflict escalated into a World War. It considers the role of key individuals and groups in shaping change.

Two armed camps and increasing tension between the powers, up to 1913

- **Rivalries between the European powers c1890:** development of the Alliance System; the Triple Alliance, the Franco-

Russian Alliance, Entente Cordiale and Anglo-Russian Agreement; Britain's emergence from 'Splendid Isolation'.

- **Kaiser Wilhelm II's aims in foreign policy:** fear of encirclement in the 1890s; Weltpolitik; 'a place in the sun' and colonial rivalries; attitudes towards Great Britain; militarism and the arms race – military and naval: the reasons why countries increased the size of their armed forces, including the Anglo-German Naval Race.
- **Rivalries in North Africa and the Balkans:** the Moroccan Crises of 1905 and 1911; the Bosnian Crisis 1908–1909; the Balkan Wars, 1912–13; Slav nationalism, ethnic tensions and their effects on international relations.

The outbreak of the First World War

- **The short-term causes of conflict:** the aims of Austria-Hungary and Serbia in the Balkans; the role of the Black Hand; Gavrilo Princip and the assassination of Franz Ferdinand at Sarajevo; the response of Austria-Hungary; the ultimatum and Serbia's response; the July crisis.
- **The widening of regional conflict in to a world war:** the role of the alliances and European armed camps in 1914; military planning; the Schlieffen Plan and its contribution to the outbreak of war; Belgium and Great Britain's declaration of war on Germany; responsibility of different countries and leaders for the outbreak of war and the failure of diplomacy to maintain peace; the escalation of the conflict in 1914 and 1915 to include the European Empires, Turkey and Italy.

3.1.2.2 Hitler's foreign policy and the origins of the Second World War, 1933–41

This study enables students to understand the complex and diverse interests of different individuals and powerful states. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. It looks at the legacy of the First World War, the nature of interwar militarism and aggression, the breakdown of diplomacy and the final crisis before the outbreak of war. The study also considers the role of key individuals and groups in shaping change.

Increasing international tensions, 1933–38

- **The origins of tension:** threats to peace; Hitler's aims in foreign policy; the legacy of the Treaty of Versailles; Lebensraum; the beginning of rearmament in Germany: withdrawal from the Disarmament Conference and the League of Nations.
- **The development of tensions:** Germany's non-aggression Pact with Poland 1934; the reintroduction of conscription from 1935; the Anglo-German Naval Agreement 1935; plebiscite and the return of the Saar, 1935.; the Stresa Front.
- **The escalation of tension:** remilitarisation of the Rhineland 1936; Italian and Japanese militarism, the Rome-Berlin Axis and the Anti-Comintern Pact; German involvement in the Spanish Civil War, 1936–39; the Anschluss with Austria 1938.

Appeasement, the outbreak of war and the global conflict 1938–41

- **France and Britain's differing priorities, efforts to maintain peace and strengthen their defences:** rearmament; the role of Chamberlain; arguments for and against appeasement; agreements in eastern Europe; the Sudetenland Crisis and Munich Agreement, 1938; the attitude of and towards the Soviet Union.
- **The ending of appeasement:** the collapse of Czechoslovakia, March 1939 and its impact on Britain and France; changing public opinion; guarantees to Poland.
- **The outbreak of war:** the Pact of Steel; the role of Stalin and the USSR 1938–1939 and the Nazi-Soviet Pact; Poland and the outbreak of war, September 1939; responsibility for the outbreak of war; a regional crisis becomes a global conflict in Europe, Asia, the Pacific and Africa up to 1941, including Germany's invasion of the USSR and Japan's attack on Pearl Harbor.

3.1.2.3 The origins and development of the Cold War, 1945–1960

This study enables students to understand the complex and diverse interests of different states, ideologies and the individuals who represented them. It considers the clash between capitalist and communist states during this time and their impact on East-West rivalry. It focuses on the causes and development of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. It considers the role of key individuals and groups in shaping change.

Rivalry between the USA and USSR, 1945–1949

- **The end of the Second World War:** changes in leadership, ideological differences and their effects; the Yalta and Potsdam Conferences; the use of atomic weapons on Hiroshima and Nagasaki and its effects; the division of Germany and Berlin; zones of occupation.
- **The Iron Curtain and the evolution of East-West rivalry and tensions:** Soviet expansion in the East and the development of the Iron Curtain; Czechoslovakia, 1948; the Truman Doctrine: the situation in Greece and Turkey; containment and the purpose of the Truman Doctrine; the Marshall Plan: effect of Marshall Aid and the Soviet response; Cominform and Comecon; Yugoslavia and the split between Tito and Stalin.
- **The significance of the division of Germany:** the Berlin Blockade and Airlift; the formation of the Federal Republic and GDR; the formation of NATO, and its membership and purpose; atomic weapons and the beginnings of the nuclear arms race.

The development of the Cold War, 1949–1960

- **The development of the nuclear arms and space races:** the hydrogen bomb; the formation of the Warsaw Pact, membership and purpose; early ICBMs; Sputnik 1.
- **The significance of events in Asia for superpower relations:** USSR's support for Mao Tse-tung and the Communist revolution in China; Vietnam and the Geneva Agreement, 1954; the military campaign waged by the Vietcong against France and the USA; the Korean War, 1950–1953: reasons for involvement of UN and USA; the role of MacArthur; the part played by USSR and China; the escalation of the war and stalemate; armistice, peace talks and the impact of the war.
- **The nature of the 'Thaw':** the death of Stalin; Austria's declaration of neutrality, 1955; Khrushchev's policy of peaceful co-existence; Hungary, 1956 including the causes of the rising, why it was a threat to the USSR and how the Soviets dealt with it; the effects on East West relations by 1960.

3.1.2.4 Détente and the collapse of communism, c1969–1991

This study enables students to understand the complex and diverse interests of different states, ideologies and the individuals who represented them. It focuses on détente and the difficulties of maintaining progress towards a more peaceful world, leading to the end of the Cold War in the USSR and Eastern Europe. It considers the global impact of these events, and the roles of key individuals and groups in shaping change.

The problem of maintaining détente

- **Reasons for détente and its progress:** the motives of the USSR, USA, China and West Germany; the Anti-Ballistic Missile Treaty, 1972; SALT I, 1972; Brezhnev-Nixon Summits; the Helsinki Accords, 1975.
- **The collapse of détente:** reasons for Soviet involvement in Afghanistan, 1979; reaction of President Carter and the USA to the war; the failure of SALT II; the boycotts of the Olympic Games, 1980/1984; Reagan and the renewal of the Cold War; development of new weapons; the Strategic Defence Initiative (SDI); deployment of Soviet and US missiles in Europe.
- **The re-emergence of détente:** Reagan and Gorbachev, changing attitudes; Reykjavik Summit, 1986; START treaty, 1991; second period of détente.

The end of the Cold War in the USSR, Central and Eastern Europe

- **Soviet retreat from Afghanistan:** The Soviet Union's failure in Afghanistan and its political and economic effects on the USSR.
- **Solidarity in Poland, 1980-81:** the crisis in Poland; the role of Lech Walesa; aims of Solidarity, its impact and suppression.
- **Gorbachev and Reagan:** Glasnost and Perestroika; changes in domestic and foreign policy and their effects.
- **The end of Soviet control in Eastern Europe:** the success of Solidarity; the opening of the Berlin Wall; the success of movements against Communism and the end of Communist rule in East Germany, Hungary and the Velvet Revolution in Czechoslovakia; the fate of Gorbachev; the collapse of the USSR; the end of the Cold War and its impact on the US as a global power.

3.2 Paper 2 - Studies in change

Paper 2 offers a choice of five studies, of which students will study two.

Section A offers a choice of three options which focus on societies in change, of which students will study one. The assessment in Section A is based on a series of short and extended response questions (AO1/AO2).

Section B offers a choice of two thematic studies which focus on a given development over time, of which students will study one. The assessment in Section B is based on a series of short and extended response questions.

There are no prohibited combinations of studies.

3.2.1 Section A – Societies in change

3.2.1.1 Life in Germany, 1919-1949

This study focuses on life for the people of Germany during a turbulent period. It was a period of democracy and dictatorship – the collapse of the Weimar Republic, the rise and fall of Nazism and the problems facing people in post-World War Two Germany.

Students will study how peoples' lives were affected by the political, social, economic and cultural aspects of the period and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on people.

Weimar Germany, 1919–1933

- **The problems facing people at the end of the First World War:** defeat and the effects of the Treaty of Versailles; political instability and violence; the weaknesses of and attitudes to the Weimar Republic; the Spartacists; the Freikorps; the Kapp Putsch; the Munich Putsch; Economic challenges, including reparations, the Ruhr and hyperinflation; the impact of these problems on different groups, including women, workers, farmers, big business, landowners, the elderly and unemployed.
- **Recovery under Stresemann:** the Rentenmark; the Dawes and Young Plans; the extent of recovery; political, economic and cultural changes for different groups including women, Jewish people, workers, and farmers; the development of the Nazi Party 1924-29.
- **The impact of the Depression on Weimar democracy:** the rise of extremism; the activities of the SA; the appeal of Hitler to different groups in society, such as workers, farmers, the unemployed, Nationalists, rich industrialists, women and the young; opposition to Weimar culture; the failure of democracy; Hitler becomes Chancellor, 1933.

Hitler's Germany, 1933-45

- **The impact of Hitler's dictatorship:** the elimination of opposition, including Communists and socialists; the Enabling Act; the suppression of political parties and trade unions; the role of the SA; the police state, including Himmler, the SS and Gestapo; concentration camps; Goebbels and propaganda, censorship and the media; control of churches and religion; education and the impact on young people; opposition and resistance to the Third Reich, including the White Rose group, Swing Youth, the Edelweiss Pirates, and the July bomb plot, 1944.
- **The impact of Nazi social, racial and economic policies on different groups:** changes in culture; public works programmes and their impact; rearmament and conscription; the impact on big business, farmers and the middle class; the experience of women; Nazi policies towards Jewish people, including the 'Final Solution'; Nazi policies towards other marginalised groups, including the Roma and Sinti.
- **The effect of war on the civilian population and the economy:** bombing, rationing and propaganda; labour shortages; refugees; the end of the Nazi regime.

Post Second World War Germany, 1945-49

- Peoples' problems at the end of the Second World: refugees, living conditions and forced labour; Allied control and the division of Germany; Denazification and the Nuremberg Trials; the expulsions of ethnic Germans; penalties imposed on the Soviet zone and sector, including reparations.
- The impact of the Cold War on Germany: the Marshall Plan and its impact; life for Berliners during the Berlin Blockade; the creation of the Federal Republic and GDR.

3.2.1.2 Life in Russia and the USSR, 1914-1953

This study focuses on life for the people of Russia and the Soviet Union during a turbulent period. It was a period of autocracy and communism – the fall of Tsardom and the rise and consolidation of communism.

Students will study how peoples' lives were affected by the political, social, economic and cultural aspects of the period and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on people.

From Tsardom to Communism: Russia, 1914–1924

- **The impact of the First World War:** impact on the army and on groups such as the peasantry, industrial workers, and ethnic minority groups; the reasons for and consequences of the Tsar's abdication.
- **The failure of the Provisional Government and its impact:** Kerensky's role and the reasons for unpopularity and failure of the Provisional Government, including the Kornilov affair; the Bolshevik seizure of power and its impact on the army, the peasantry, industrial workers, aristocrats and the lives of women.
- **Lenin's dictatorship, Red Terror and Civil War:** secret police; the Red Army; the Whites; the role of women and the impact of propaganda; economic and social changes under Lenin including War Communism, the Kronstadt Rising and NEP; impact on the lives of Russians, including the peasantry, industrial workers, sailors, women, religious and ethnic minority groups.

Stalin's Dictatorship: USSR, 1924–1941

- **Stalin's dictatorship:** Censorship, art, propaganda and the Cult of Personality; the Purges and Great Terror, including the role of secret police and the impact on the army, the party, professional and industrial workers, and religious groups.
- **Economic changes and modernisation:** collectivisation, industrialisation and their consequences for people in the

countryside, including Kulaks; the Holodomor in Ukraine; the Five-Year Plans and their impact living conditions in cities and on groups such as managers, industrial and professional workers, and conditions in cities.

- **Social changes:** the differing roles of men and women under Stalin, including the New Soviet Man and the New Soviet Woman; the lives of young people under Stalin, including changes to education; art and culture under Stalin; Russification; the treatment of different religions and ethnic minority groups, including persecution, forced resettlement and deportation.

The 'Great Patriotic War' and the final years of Stalinism, 1941-1953

- **The impact of the Second World War on the USSR:** economic and social problems; Stalin's wartime leadership; the role and contribution of women to the 'Great Patriotic War'; women in wartime propaganda, including Lyudmila Pavlichenko.
- **Post-war reconstruction:** agricultural policies and stagnation; the extent of industrial rebuilding and peoples' standard of living by 1953; High Stalinism, including the role of propaganda; Terror and purges; Beria and the NKVD; the death of Stalin.

3.2.1.3 Life in the USA, 1919-1968

This study focuses on life for the people of the United States during a turbulent period. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others struggled with poverty, discrimination and prejudice.

Students will study how peoples' lives were affected by the political, social, economic and cultural aspects of the period and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on people.

American people and the 'Boom' of the 1920s

- **The 'Boom':** benefits; advertising and the consumer society; hire purchase; mass production, including Ford and the motor industry; inequalities of wealth; Republican government policies; stock market boom.
- **Social and cultural developments:** entertainment, including cinema and jazz; the roles and status of women, including the continuation of traditional values and changing fashions; the women's rights movement and its impact, including the right to vote and the Sheppard-Towner Act.
- **Divided society:** organised crime, prohibition and their impact on society; racial tensions, immigration controls, including the quota system of 1921 and the National Origins Act of 1924; the Jim Crow Laws and the Ku Klux Klan; the Red Scare, including the Palmer Raids and Sacco and Vanzetti; attempts to combat prejudice, including the NAACP and the UNIA.

Bust – Americans' experiences of the Depression and New Deal, 1929-1945

- **American society during the Depression:** unemployment; impact on farmers and businessmen; Hoover's attempts to deal with the Depression and the reasons for his unpopularity; Roosevelt's election and contribution as President, including fireside chats; the 1933 banking crisis and Roosevelt's response.
- **The New Deal:** key features and its successes and limitations of the New Deal for different groups in society including farmers, the unemployed, homeowners, workers, the elderly, and people with illness and disability; problems faced by women, African Americans and Indigenous peoples; opposition from the Supreme Court, Republicans, radical politicians.
- **The impact of the Second World War:** America's economic recovery; Lend Lease; exports; social developments, including experiences of African Americans and women; internment policies.

Post-war America, 1945-68

- **Post-war American society and economy:** consumerism and the causes of prosperity; the American Dream;

McCarthyism; popular culture, including Rock and Roll and television. The New Frontier and 'Great Society': the social policies of Presidents Kennedy and Johnson; impact of feminist movements in the 1960s, including the Equal Pay Act.

- **Civil Rights campaigns in the 1950s and 1960s:** legal challenges to segregation, including Brown versus Topeka Board of Education; Rosa Parks and the Montgomery Bus Boycott; The Little Rock Nine; Freedom Rides and Marches; NAACP, SCLC, Martin Luther King and peaceful protests; Malcolm X, the Black Power Movement and protests; Race Riots; the role of the media, and the impact of Presidents and Federal governments; Civil Rights Acts of 1964 and 1968.

3.2.2 Section B - Thematic Studies

3.2.2.1 Technology and change, c800 – present day

This topic explores six significant periods of technological advancement since the middle ages. Students will examine the development of each period of change, as well as their social, cultural, economic and intellectual consequences on a global scale.

Students will also explore the contributions of the men and women from around the world who drove technological change since the medieval period, and how and their ideas and inventions shaped - and continue to shape - the everyday lives and experiences of people right up until the present day.

- **The Islamic Golden Age for technology (c800 – c1200):** Astronomy and mathematical instruments, including the development of the astrolabe; water management, innovations and irrigation; agricultural improvements, new crops; improvements to building and architecture; automation, tools, clocks, maps and navigation, including the work of the Banu Musa and Al-Jazari; chemistry including the works attributed to Jabir ibn Hayyan, and the work of Al- Razi; preserving ancient knowledge; centres of learning – the House of Wisdom, including the work of Hunayn ibn Ishaq; developing and contributing to science in Europe and Asia, including the work of Gerard of Cremona.
- **The Printing Revolution (c1440 – c1800):** Printing before the 15th Century, including innovations in Asia; Johan Gutenberg and the invention of the printing press; the economies of book production; the development of printing industry, typefaces and layouts; new professions and opportunities, including for women; vernacular languages, copyright and intellectual property; the impact on the Renaissance and Reformation in Europe; increased literacy and its impact on society and politics; libraries and universities; the printing revolution and global scientific progress.
- **Steam Power (c1710 – c1900):** Power sources before the 18th Century; Thomas Newcomen and the steam engine; James Watt and later innovations in steam power, including Richard Trevithick; impact on agriculture, transport, factories, and cities; safety and skilled professions; consequences for the environment and attempts to address these, including the work of Mary Walton.
- **The Communications Revolution (1830 – 1950):** Samuel Morse, the telegraph, and the railway; Alexander Graham Bell and the telephone, uses and jobs; Guglielmo Marconi and the radio, including the impact on commerce, entertainment, politics; innovations in photography, film and cinema; business machines, and opportunities for women; news gathering, broadcasting, entertainment; communication and the family; government regulation.
- **The Automobile (c.1880 – present):** the development of the internal combustion engine; Henry Ford and manufacturing; impact on employment and international trade, including oil; the transformation of everyday life; cities, roads, and environmental effects; cultural impacts including leisure, crime, sport, advertising; developments in automobile safety and control; modern innovations, including electric cars.
- **Computing and the internet (1830s – present):** Charles Babbage, Ada Lovelace and the 'Analytical Engine'; George Boole, Herman Hollerith; Alan Turing and later innovations; the development of computers – transistors, integrated circuits, and programming languages including the work of Grace Hopper; software design, and the influence of the Xerox Alto, the Apple Macintosh, and Microsoft Windows; the development of the World Wide Web including the work of Tim Berners-Lee; email; computers and the world of work; cultural impacts, including news and social media; global internet access and the digital divide; Artificial Intelligence and its impact, including opportunities and risks.

3.3.2.2 Medicine and change, c800 – present day

This option explores six significant periods of medical advancement since the middle ages. Students will examine the development of each period of change, their consequences for ideas about the causes and treatment of disease, surgical development and public health provision, as well as their social and cultural importance on a global scale.

Students will also explore the contributions of the men and women from around the world who drove medical advancement since the medieval period, and how and their ideas and inventions shaped - and continue to shape - medicine and healthcare right up until the present day.

- **Medieval Islamic Medicine:** preserving, translating, and passing on ancient and new knowledge from Europe and Asia, the 'Translation Movement'; the development of universities and centres of learning; Islamic physicians - ethics and knowledge, including Al-Razi and Ibn-Sina; hospitals - bimaristans; surgery, tools, techniques, including the work of Al-Zahrawi; developments in public health, hygiene, water supply, and sanitation; innovations in pharmacology, including the work of Al-Baytar, and Al-Kindi; contribution to medicine in Europe and Asia.
- **Epidemics in the pre-modern era, c800-c1800:** major epidemics including Leprosy, Smallpox, Cocoliztli in Mexico, Persian plague; theories of disease in Europe and Asia including miasma, religious explanations, contagion, early germ theory; the Black Death, including its origins and reasons for its global transmission; the impact of the Black Death, including its social, economic, cultural, and political consequences; responses to epidemics, and public health measures.
- **19th-Century Medical Advances:** theories of disease before Germ Theory, including spontaneous generation; Inoculation in Asia; Edward Jenner and vaccination, including its impact and reasons for opposition; Cholera and John Snow; Louis Pasteur and Germ Theory; the importance of Robert Koch; developments in surgery, including the work of Joseph Lister; developments in public health, including laws, and sanitation; women in 19th-Century medicine, including Florence Nightingale, Mary Seacole, Elizabeth Blackwell, Sophia Jex-Blake, and midwifery.
- **The Fight against Disease in the 20th-Century:** Paul Ehrlich and magic bullets; Gerhard Domagk; Alexander Fleming and Penicillin; Howard Florey and Ernst Chain, warfare, America and mass-produced Penicillin; women in 20th Century medicine, including Gerty Cori, Gertrude Elion, and Virginia Apgar; the development of the global pharmaceutical industry, including the work of Dorothy Crowfoot Hodgkin; antibiotic resistance; the development of national healthcare systems, including the influence of warfare.
- **A modern medical revolution, c1880-present:** Marie Curie and x-rays; pain management - local, balanced and safe; developments in surgery, including aseptic surgery, blood transfusions and storage, brain surgery including the work of Harvey Cushing; organ transplants - heart, liver, organ donation, controlling rejection, Henrietta Lacks and the HE-LA cell line; genetic medicine, including the work of Rosalind Franklin; modern innovations, including key hole, and robotic surgery.
- **Global Public Health (1850-present):** early cooperation; the rise of the World Health Organization; major disease campaigns (smallpox, polio, malaria, HIV/AIDS, Ebola); the growing threat of non-communicable diseases; the development of vaccines, pandemic spread and response (including COVID-19); the influence of political, cultural, and socioeconomic factors; issues of health equity, globalization, migration; the future, including climate change and evolving global policies.

4 Scheme of assessment

Find mark schemes, and specimen papers for new courses, on our website at oxfordaqa.com/9245

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

Our International GCSE exams and certification for this specification are available for the first time in May/June 2028 and then every May/June and November for the life of the specification.

All materials are available in English only.

4.1 Aims and learning outcomes

This specification encourages students to:

- develop and extend their knowledge and understanding of specified key individuals, events, periods and societies in the history of selected nations, international relations, wider world history and of the diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- engage with history in depth and over longer spans of time.
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical importance, and of second order concepts such as cause, consequence and change.
- organise and communicate their historical knowledge and understanding in different ways, including coming to reasoned judgements.

4.2 Assessment Objectives

The exams will measure how students have achieved the following assessment objectives.

- AO1: Recall, select and communicate their knowledge and understanding of history
- AO2: Demonstrate their understanding of the past through explanation, analysis and evaluation of:
 - key concepts such as causation, consequence, and change within an historical context
 - key features and characteristics of the periods studied and the relationships between them.
- AO3: Understand, analyse and evaluate, in the context of historical events studied:
 - a range of primary and secondary source material as part of an historical enquiry
 - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry

4.2.1 Assessment Objective weightings

Assessment Objectives (AOs)	Component weightings (approx %)		Overall weighting of components (approx %)
	Paper 1	Paper 2	
AO1	12.5	25	37.5
AO2	12.5	25	37.5
AO3	25	0	25
Overall weighting of components [%]	50	50	100

4.3 Assessment weightings

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1	60	x1	60
Paper 2	60	x1	60
Total scaled mark			120

4.4 Assessment structure

4.4.1 Paper 1

60 marks, 1 hour and 45 minutes

Students will be assessed on two depth studies from a choice of six, one in Section A and one in Section B. There are no prohibited combinations of studies.

Section A

Students will answer questions on one depth study from a choice of two. Each study focuses on a significant period of modern international relations.

The assessment is based entirely on primary and secondary sources (AO3). Different types visual and written primary and secondary sources will be used in the assessment. A booklet containing three sources will be pre-released before the examination. Two unseen sources, which will not be included in the pre-release booklet, will also be assessed.

It is not permitted to bring any notes or annotations into the exam. A clean-copy source insert containing all five sources will be provided. The booklet of pre-release sources for Section A will be made available on 1 February for the May/June series and 1 July for the October/November series.

Question 1 tests AO3 and is worth 4 marks. It is based on an unseen source. It requires students to use the source's content and/or provenance and their contextual knowledge to support a given claim. The question will target Part 1 or Part 2 of the specification content.

Question 2 tests AO3 and is worth 6 marks. It is based on one unseen source and one source from the pre-release booklet. It requires students to explain a difference between the sources using the content of each and their own knowledge. The question will target Part 1 or Part 2 of the specification content.

Question 3 tests AO3 and is worth 8 marks. It is based on an unseen source. It requires students to use the content, provenance and their own contextual knowledge to evaluate how a source is useful to a historian studying a given issue.

The evaluation of the source's limitations (ie how it is not useful) is not required. The question will target Part 1 or Part 2 of the specification content.

Question 4 tests AO3 and is worth 12 marks. It requires students to analyse and evaluate a given issue or development using evidence from a range of the sources (both unseen and in the pre-release pack) and their own knowledge. Students should aim to use and link together a range sources to support their reasoning. The question will target Part 1 or Part 2 of the specification content.

Section B

Students will answer questions on one depth study from a choice of four. Each study focuses on a significant topic of modern international relations. The assessment in Section B is based on a series of short and extended response questions.

Question 1 tests AO1 and is worth 3 marks. It requires students to show their knowledge of a given issue.

Question 2 tests AO1 and AO2 and is worth 6 marks. It requires students to explain one way in which a given issue developed, supporting their explanation with knowledge and understanding. It will focus on the 2nd order concept of cause/ consequence.

Question 3 tests AO1 and AO2 and is worth 9 marks. It requires students to explain two ways/ reasons why a given issue developed, supporting their explanation with knowledge and understanding. It will focus on the 2nd order concept of cause/ consequence.

Question 4 tests AO1 and AO2 and is worth 12 marks. It requires students to construct an extended response with a line of reasoning. It requires students to explain a given cause/ consequence/ change and at least cause/ consequence/ change in the context of a broader development leading to a judgement that evaluates their relative importance. It will focus on the 2nd order concept of cause/consequence or change.

4.4.2 Paper 2

60 marks, 1 hour and 45 minutes

Students will be assessed on two studies from a choice of five, one in Section A and one in Section B.

There are no prohibited combinations of studies.

Section A

Students will answer questions on one study of a society in change from a choice of three. The assessment in Section B is based on a series of short and extended response questions.

Question 1 tests AO1 and is worth 3 marks. It requires students to show their knowledge of a given issue.

Question 2 tests AO1 and AO2 and is worth 6 marks. It requires students to explain one way in which a given issue developed, supporting their explanation with knowledge and understanding. It will focus on the 2nd order concept of cause/ consequence or change.

Question 3 tests AO1 and AO2 and is worth 9 marks. It requires students to explain two changes or two ways/ reasons why a given issue developed, supporting their explanation with knowledge and understanding. It will focus on the 2nd order concept of cause/consequence or change.

Question 4 tests AO1 and AO2 and is worth 12 marks. It requires students to construct an extended response with a line of reasoning. It requires students to explain a given cause/ consequence/ change and at least cause/ consequence/ change in the context of a broader development leading to a judgement that evaluates their relative importance. It will focus on the 2nd order concept of cause/consequence or change.

Section B

Students will be assessed on one thematic study from a choice of two. Each thematic study study focuses a particular

development over a long sweep of history. The assessment in Section B is based on a series of short, medium and extended response questions.

Question 1 tests AO1 and is worth 3 marks. It requires students to show their knowledge of a given issue.

Question 2 tests AO1 and AO2 and is worth 6 marks. It requires students to explain one way in which a given issue developed, supporting their explanation with knowledge and understanding. It will focus on the 2nd order concept of cause/ consequence or change.

Question 3 tests AO1 and AO2 and is worth 9 marks. It requires students to explain two changes or two ways/ reasons why a given issue developed, supporting their explanation with knowledge and understanding. It will focus on the 2nd order concept of cause/consequence or change.

Question 4 tests AO1 and AO2 and is worth 12 marks. It requires students to construct an extended response with a line of reasoning. It requires students to explain a given cause/ consequence/ change and at least cause/ consequence/ change in the context of a broader development leading to a judgement that evaluates their relative importance. It will focus on the 2nd order concept of cause/consequence or change.

4.5 Levels of response mark schemes: principles of progression

The levels of response for all AO1/AO2 questions that require explanation, analysis and/or evaluation of a concepts like causation, consequence and change are determined according to the quality of thinking demonstrated.

While a range of approaches are encouraged and credited, it may be helpful to think in terms of a commonly used writing structure, such as Point – Evidence – Explain (PEE) when considering progression for AO1/AO2 questions.

- **Basic thinking at level 1:** This is commonly demonstrated by the ability to identify knowledge or information which is relevant to the question. Where explanation/ analysis and/or evaluation is attempted, it is done in a general or asserted way.
- **Simple thinking at level 2:** This is commonly demonstrated by the ability to make a Point (P) which is supported by either Evidence (E) or some further expansion of the point only. The explanation, analysis and/or evaluation remains implicit because the link to the question is not made explicit through a relevant explanation (E).
- **Developed thinking at level 3:** Here the explanation, analysis and/or evaluation in the answer is developed because the connections between the point (P) and the evidence (E) are made explicit through an explanation (E) that is relevant to the Question. Where questions require students to explain more than one cause/ consequence or change, credit at this level if two points are explained even if one of the points is less developed, ie the answer is unbalanced.
- **Complex thinking at level 4 (extended response questions only):** This is commonly demonstrated by the ability to link different causes, consequences and/or changes together in order to evaluate their relative importance.

Questions that assess AO3 require students to use primary and secondary sources and their own knowledge to support analysis and evaluation. The mark scheme, where it is relevant, looks at different aspects of the sources, which are defined as follows:

- **Content:** what is the source saying or suggesting; what is the message or inference?
- **Provenance:** how does the nature, author, place, date and/or audience of a source to determine its purpose or intention?
- **Historical context:** how does the source relate to the events studied.

5 General administration

We are committed to delivering assessments of the highest quality and have developed practices and procedures that support this aim. To ensure that all students have a fair experience, we have worked with other awarding bodies in England to develop best practice for maintaining the integrity of exams. This is published through the Joint Council for Qualifications (JCQ). We will maintain the same high standard through their use for OxfordAQA.

More information on all aspects of administration is available at oxfordaqa.com/exams-administration

For any immediate enquiries please contact info@oxfordaqa.com

Please note: We aim to respond to all email enquiries within two working days.

Our UK office hours are Monday to Friday, 8am – 5pm local time.

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Qualification title	OxfordAQA entry code
OxfordAQA International GCSE History	9245

Please check the current version of the Entry Codes book and the latest information about making entries on oxfordaqa.com/exams-administration

Exams will be available May/June and in November.

5.2 Overlaps with other qualifications

This specification partially overlaps with AQA GCSE History (8145)5.3 Awarding grades and reporting results 5.3 Awarding grades and reporting results

5.3 Awarding grades and reporting results

In line with UK GCSEs, this qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

To find out more about the new grading system, visit our website at oxfordaqa.com

5.4 Resits

Candidates can retake the whole qualification as many times as they wish. This is a traditional linear specification, individual components cannot be resat.

You only need to make one entry for each qualification – this will cover all the question papers and certification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools.

5.6 Access to assessment: equality and inclusion

Our general qualifications are designed to prepare students for a wide range of occupations and further study whilst assessing a wide range of competences.

The subject criteria have been assessed to ensure they test specific competences. The skills or knowledge required do not disadvantage particular groups of students.

Exam access arrangements are available for students with disabilities and special educational needs.

We comply with the UK Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student. Information about access arrangements will be issued to schools when they become OxfordAQA centres.

5.7 Working with OxfordAQA for the first time

You will need to apply to become an OxfordAQA centre to offer our specifications to your students. Find out how at **oxfordaqa.com/centreapprovals**

5.8 Private candidates

Centres may accept private candidates for examined units/components only with the prior agreement of OxfordAQA. If you are an approved OxfordAQA centre and wish to accept private candidates, please contact OxfordAQA at:

info@oxfordaqa.com

Private candidates may also enter for examined only units/components via the British Council; please contact your local British Council office for details.



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Thank you for choosing OxfordAQA. Our globally recognised International GCSE and A-level qualifications blend subject knowledge with higher-order critical thinking skills – to encourage curiosity, independent thinking and a deeper understanding of the world.

These are the skills that will help students succeed in exams, thrive at university and be ready for life.

We look forward to supporting you and your students on this journey.

Get in touch

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