



Pearson

INTERNATIONAL ADVANCED LEVEL HISTORY

Unit 4 WHI04

**International Study with Historical
Interpretations**

Topic Guide

Option 1B

The World in Crisis, 1879 - 1945

Introduction

Unit 4 – International Study with Historical Interpretations

Option 1B: The World in Crisis, 1879-1945

This topic booklet has been written to support teachers delivering Option 1B: The World in Crisis, 1879 - 1945 of the 2015 International Advanced Level History [specification](#).

This Guide includes some additional content guidance; a scheme of work and a list of suggested resources for students and for teachers.

Assessment details such as assessment rationale, Assessment Objectives, question styles and examples and mark schemes are in the **Getting Started** guide available on the IAL History web page [here](#).

Past Question papers and mark schemes with indicative content are also available online and are published following each examination session [here](#). This will allow centres to build up a bank of assessment materials.

Principal Examiner Reports for each Paper Option are written for each examination session. These Reports give feedback on overall candidate performance and usually include example response with commentaries reflecting the Level of Response achieved. Principal Examiner reports with Exemplification are available [here](#).

Exemplar scripts with examiner commentaries, selected to show key features of the generic mark schemes and what distinguishes the qualities of one level from another, are also available [here](#) on the subject page.

Option 1B: The World in Crisis, 1879-1945

Overview

This provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance.

The option is divided into four key topics and the first of these addresses the historical controversy surrounding the outbreak of the First World War in Europe in August 1914. This controversy is examined in Section A of the Paper. Thereafter the three topics deal with international relations up to the defeat of Germany and Japan in 1945 and their content is examined in Section B of the question paper. Although beginning with a Europe-centred controversy, the whole option broadens out to embrace the world.

Like many other areas of historical study, this option does require a sound grasp of historical geography to enable candidates to make sense of the complex events and the roles of individuals. An appreciation of the political geography of Europe in 1914 is essential, as is a grasp of world geo-politics in the subsequent thirty-one years.

Key Topic 1 What explains the outbreak of war in Europe between the great powers in August 1914?

Candidates need to know how and why Europe's great powers came to be divided into two armed camps by 1914. This necessitates going back to the alliance between Germany and Austria-Hungary in 1879 and the later addition of Italy to create the Triple Alliance in 1882. The subsequent coming together of France and Russia in the 1890s and the British ententes with France and Russia in the early 1900s should be addressed but it is not intended that a detailed knowledge of European diplomacy in the late nineteenth century will be undertaken; it is an understanding of the significance of these alliances in creating diplomatic tensions, rather than a detailed knowledge of European diplomacy in the late 1800s and early 1900s that is required. Germany's alienation of Britain, particularly through the building of a large navy, and the latter's Ententes with France and Russia should be understood, together with the significance of the military planning and arms race that grew from the diplomatic line up.

The significance of the various crises between the European powers in the nine years before 1914 should be assessed and candidates should consider why in each case a general war was averted until the crisis of 1914. This final crisis of 1914 will require detailed analysis, as the central issue of the unit. Here there should also be an awareness of why historians seeking to explain the outbreak of a general war have often considered the domestic condition of the participants as being a factor in the decision to fight. Candidates are not required to have knowledge of the historiography of this controversy, but they should have sufficient understanding of the issues about which historians have disagreed to appreciate

the arguments in the unseen extracts provided in the examination and the issues raised by the question set.

Key Topic 2 Trying to achieve victory in World War 1 and making peace and trying to keep it 1914-1933

This requires candidates to study diplomacy during the First World War and how this contributed to its outcome. Candidates are not required to undertake a detailed military study of the war but should appreciate the military significance of pacts and diplomatic moves, including the significance of the Sykes-Picot Pact and the Balfour Declaration for the Middle East. The military significance of the USA 's decision to declare war on Germany was clearly enormous in terms of the resources that the USA could bring to bear in the conflict. That of Romania was less so. The defeat of Russia in 1917 had clear military implications for the war in the west but a detailed study of the subsequent German March Offensive of 1918 is not necessary.

The details of the post-war peace treaties and their significance should be studied by candidates as should the principles and national interests of the statesmen making the decisions. Candidates will also need to know how far, and why, the terms of the treaties were modified in the years to 1929. The League of Nations and the attempts at extensive disarmament in the years to 1933 should be addressed. Although there should be an understanding of the weaknesses of the League, there should be an appreciation of the extent of its achievements and the considerable steps taken to reduce international armaments in these years.

Key Topic 3. The Drift to Renewed conflict 1933-41

Clearly the central theme of this unit is the drift to war and in this case world wide by 1941. Candidates should be aware of the circumstances influencing the key aggressive players, whether Mussolini, Hitler or the Japanese governments of the period and also the western democracies, slow to rearm and confront aggression. Candidates should try to comprehend why particular countries and their leaders reacted in the way they did and what constraints and concerns drove them, for example the context of world economic depression. In addition to motivations stemming from an awareness of economic weakness candidates should appreciate ideological elements, for example in the Italian and German intervention in Spain.

The chronology of the drift to renewed war is important with an appreciation on the part of candidates that the war in Asia begins in 1937 with Japan's assault on China. A general war begins in Europe nominally in September 1939 but only really spreading to Western Europe in 1940 and finally becoming truly global in 1941 with the decisions by Hitler to invade Russia in June and to declare war on the USA in December following the Japanese attack on Pearl Harbour. The key events to be studied are itemised in the specification.

Key Topic 4. The World in Flames 1941-45

This topic focuses on military developments rather than diplomatic ones. Candidates should study the four theatres of conflict itemised in the specification and understand the reasons for the outcomes. The

specification is expressed in terms of the reasons for, or impacts and significances of, itemised developments, rather than detailed studies of the events. The war in the Mediterranean requires an understanding of the reasons for the British defeating of Italy in North Africa which began in December 1940 but continued into 1941 as indicated by the dates given for this unit.

In understanding developments itemised in the specification, candidates should have an awareness of the economics of warfare which underpin the outcomes in every theatre laid down for study in the specification. This is perhaps most obviously pointed to in the reference within the specification (BP3) to the significance of victory in the Atlantic. This made possible the deployment of the USA's vast resources in the European theatre. (The Ford Motor Corporation alone out-produced the whole of Italy in war materials.) The economics of warfare were also influential in other ways such as the diversion of resources. The war in North Africa occupied a tiny percentage of the German Army but a large proportion of motor transport, which was much needed on the Eastern front against Russia. The imbalance of resources is of course at its greatest in the Pacific theatre, but here the sheer distances involved also need to be fully appreciated.

Scheme of work - Option 1B: The World in Crisis, 1879–1945

Week 1	Great power relations, 1879-1914	Long-term influences
<p>Aim:</p> <p>To understand the nature of great power rivalries of late 19th Europe and the significance of the alliances made 1879-1914 for maintaining the balance of power.</p> <p>Topics covered:</p> <p>The Great Powers of Europe in 1879 – Germany, Russia, France, Austria-Hungary, Italy and Great Britain; great power rivalries and the significance of the making of alliances 1879-1914.</p> <p>Suggested activities/resources:</p> <p>Map exercise – create an annotated wall map or individual map showing the political geography of Europe in 1879 (include reference to colonial acquisitions) – identify the key characteristics of each power and the underlying aims of foreign policy – class discussion to draw out the possible rivalries and alliances that have already developed or may develop.</p> <p>Create a factfile of information for each power which can be added to across Weeks 1-4 – class could be divided into groups representing each power – these groups could be responsible for providing new information to other groups and presenting viewpoints in role-plays or class discussions.</p> <p>Change over time – design/create a flow chart or diagram to explain the building of alliances and changing relationships between the great powers 1879-1914.</p> <p>Begin to develop a series of index cards outlining key areas for debate: war of aggression and conquest? a war of defence?, stabilising the German Reich?, war guilt?, a chapter of accidents? popular support? inevitability? J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001); S Peaple, <i>European Diplomacy 1870-1939</i> (Heinemann, 2002) Part 1: Chapter. 5 & Part 2: Chapters 1-3; G Darby, <i>Origins of the First World War</i> (Longman History in Depth, 2001) Chapter 1.</p> <p>Teaching points to note:</p> <p>Key issues/concepts to address with regard to interpretation of causation – long-term/short-term causation, contingent and conditional causation, underlying forces, role of the individual, role of chance etc.</p> <p>Students should be aware of the concept of the balance of power.</p> <p>Students should also become confident in analysing extracts to identify and understand the views and claims made by historians</p> <p>The outbreak of war in Europe in 1914 is a discrete area for study with regard to A03 (Historical Interpretations) but it also provides the context for teaching and learning topics 2-4. Students should be aware of the political geography of Europe (and the world) across the whole time period 1879-1914. Students should be aware that Japan was part of the wider alliance system by 1914 and understand the growing potential of the USA to influence international affairs with reference to the concept of isolationism.</p>		

Week 2	What explains the outbreak of war in Europe between the great powers in August 1914?	Preparations for war
<p>Aim: To outline the military preparations/plans of the major European powers and understand the potential repercussions for international relations</p> <p>Topics covered: Military planning and the arms race, and their effects on international relations c1900-14.</p> <p>Suggested activities/resources: Create a table of information outlining the military plans and military might of each of the great powers 1900-1914. Design a visual chart to show the relative military strength of each nation and/or create a graph to show changes in military hardware and personnel. In-depth investigation – produce a detailed report (1914) for British military intelligence/Foreign Office evaluating the strength of German militarisation and the potential consequences of the implementation of the Schlieffen Plan J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001); S Peaple, <i>European Diplomacy 1870-1939</i> (Heinemann, 2002) Part 1:Ch. 5; G Darby, <i>Origins of the First World War</i> (Longman History in Depth, 2001); W D O’Neill, <i>The Plan that Broke the World</i> (CreateSpace, 2014).</p> <p>Teaching points to note: It is important to spend as much time as possible introducing students to AO3 concepts and skills – Historical Interpretations. Historical Interpretations <u>is not historiography</u> – students do not have to understand the evolution of differing viewpoints/causes of the outbreak of war in 1914 but the differing viewpoints/reasons themselves. The extracts are not provided as examples of the views of individual historians but of the viewpoints/causes. Students should use their own knowledge to evaluate the <u>views in the extracts</u>. Students, however, may become aware that an individual historian supports one viewpoint or another and this is a good stepping stone to further study – the Origins of the First World War is a topic where this will probably be the case.</p>		

Week 3	What explains the outbreak of war in Europe between the great powers in August 1914?	Short-term events
<p>Aim: To outline the crises of the years 1905-13 and to understand their impact on relations between the great powers.</p> <p>Topics covered: The significance of diplomatic crises and confrontations 1905-13 – 1st Moroccan crisis 1905-6, 2nd Moroccan crisis 1911, Bosnian Crisis 1908-9, Balkan Wars 1912-13.</p> <p>Suggested activities/resources: Mapwork – add these flashpoints to the annotated map (see Week 1). Consequence/significance exercise – create a table of crises 1905-13 outlining events – determine a ‘flashpoint’ rating out of 10 in terms of how near did each crisis come to create a tipping point to general war – list the reasons why confrontation avoided. Summarising: devise newspaper headlines to sum up the different stages of the flashpoints 1905-13. Class discussion: Why was general war avoided in the years 1905-13? – use this discussion later to help understand why war was not avoided after the assassination in Sarajevo. J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001); G Darby, <i>Origins of the First World War</i> (Longman History in Depth, 2001) Chapter. 2; L C F Turner, <i>Origins of the First World War</i>, (Edward Arnold, 1989) Chapters 1-3.</p> <p>Teaching points to note: Students should be aware that they will not be asked to describe the detailed events involved but to have an overview of the events – cause, powers involved, outcome – to enable understanding of the consequences and significance of these events. They should be able to recognise and contrast the differing weight given by historians to the significance of these events.</p>		

Week 4	What explains the outbreak of war in Europe between the great powers in August 1914?	Trigger points and the countdown to war.
<p>Aim:</p> <p>To chart evolution of the of the 1914 crisis from the assassination of Franz Ferdinand to the outbreak of general war in August and understand the impact of decisions made during June/July.</p> <p>Debate: What explains the outbreak of war in Europe between the great powers in August 1914?</p> <p>Topics covered:</p> <p>Decision making in 1914 and in particular during the final crisis of June/July and the outbreak of a general war in August.</p> <p>Suggested activities/resources:</p> <p>In-depth investigation – assassination at Sarajevo -produce a magazine article to explain the events at Sarajevo and the context in which they took place. Create a flow chart or footstep diagram to trace the key events from assassination to outbreak of general war in August.</p> <p>Counter-factual exercise to understand the June/July crisis – use the flow chart/diagram for discussion of what might have happened if tensions had been resolved at the key points in the chain of events – use this to discuss whether Europe stumbled into war or if war was, in fact, inevitable.</p> <p>Debate – Knock-out debate – teams of 2-3 prepare to defend a particular factor/cause/reason – two teams debate head-to-head for three minutes each – winning team (vote) takes on another team until only one left - possible factors/reasons: alliance system; militarism and arms race; nationalism and imperialism; German aggression; desire for security; assassination in Sarajevo; chance etc.</p> <p>Part 1:Chapters 6-7 & Part 2: Chapter 5; G Darby, <i>Origins of the First World War</i> (Longman History in Depth, 2001) Chapters 3-4; documentary <i>37 Days: The Countdown to World War I</i> (BBC 2014).</p> <p>Practice question: use the SAM example or create an internal assessment (use the extracts identified by the debate teams) - assess using the generic level of response mark schemes.</p> <p>Teaching points to note:</p> <p>Students should have access to books or extracts from books that reflect the different viewpoints suggested by the bullet points in the specification. A dedicated section in the centre library or an on-line collection of extracts would be useful – students could add to the extracts from supplementary reading or relevant material found on-line – these resources could then be used to create extract-based essay questions to practice or for internal assessment (it will also give students practice in reading with a questioning mind).</p>		

Week 5	International diplomacy, 1914-33 – trying to achieve victory 1914-1918	Diplomacy in the First World War
<p>Aim:</p> <p>To chart the attempts by both the Entente and Alliance to use diplomatic negotiations and treaties to affect victory in the war and to understand their impact on the course of the war.</p> <p>Topics covered:</p> <p>The significance of the Sykes-Picot Pact and the Balfour Declaration for the Middle East; the significance of Britain’s and France’s successes in gaining the support of Italy, Romania and the USA; the significance of Germany’s success in defeating Russia in 1917 and imposing the Treaty of Brest Litovsk in 1918.</p> <p>Suggested activities/resources:</p> <p>Map exercise and timeline – create an annotated map of the theatres of war and set a series of questions investigating the pattern of events in the First World War. Class discussion: How can negotiations and treaties be used to gain an advantage during wartime? Use the ideas gained from the discussion to focus on the events outlined in the specification – create index cards with key facts about each event on one side and war aims and evaluation of short-term/overall success on the other.</p> <p>Use this week to add to the factfiles started in Week 1 for each of the great powers with the USA as new addition – changes in status and situation by the end of the war. Create a table to indicate the situation for each major country on 11th November 1918 – gains/losses in war, leadership, style of government, economy etc.</p> <p>J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001); D Williamson, <i>Access to History: International Relations 1879-1945</i> (Hodder 2015) Ch. 4; J Barr, <i>A Line in the Sand: Britain France and the Struggle That Shaped the Middle East</i>, (Simon and Schuster, 2012); documentary – <i>1914-1918: The Great War and the Shaping of the Century</i> (BBC).</p> <p>Teaching points to note:</p> <p>Essays for Section B will ask questions that focus on a variety of concepts, cause, consequence, similarity, difference, change, continuity and significance – it is important to address these concepts across the teaching of topics 2-4. Students should have an overview of the progress of the war during the years 1914-1918 in order to be able to put diplomatic attempts to achieve victory into context.</p> <p>Students should understand the concept of ‘diplomacy’ in the context of international relations (as an aspect of foreign policy rather than being ‘diplomatic’ – an increasingly common interpretation).</p>		

Week 6	International diplomacy, 1914-33 – making peace 1919-23	Making peace 1919–23
<p>Aim:</p> <p>To gain an overview of the treaties of the Versailles Settlement and understand their impact on international relations and the extent to which the treaties affected the ability to maintain peace 1919-23.</p> <p>Topics covered:</p> <p>The significance of the Treaties of Versailles, St Germain, Trianon, Neuilly and Lausanne</p> <p>Suggested activities/resources:</p> <p>Role play/simulation (1) – various on-line simulations can be found – role play the events leading to Treaty of Versailles and compare simulation outcomes with the real outcomes</p> <p>Role play (2) – group activity with groups taking the role of the defeated powers and Italy – present each group with the relevant treaties (unseen) – groups formulate a response to deliver to the Big Three outlining perceived problems, agreements and fears for the future.</p> <p>Source exercise – use a variety of political cartoons reflecting different responses to the Versailles Settlement – particularly D Low – <i>Peace and Future Cannon Fodder</i> – students annotate leading to a class discussion. This exercise could also be used or continued as a theme for Weeks 7-11.</p> <p>J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001); S Peale, <i>European Diplomacy 1870-1939</i> (Heinemann, 2002); D Williamson, <i>Access to History: International Relations 1879-1945</i> (Hodder 2015); documentary – <i>The Long Shadow</i> (BBC).</p> <p>Teaching points to note:</p> <p>Students should be aware of the influence of President Wilson’s 14 points on the Conference negotiations.</p> <p>Students will need to understand the relative strength of the participatory powers and defeated nations at the end of the war in 1919 and the extent to which this influenced the nature of the negotiated treaties. They will not be required to describe the main points of the treaties but will need to have an overview of the main points of each agreement to enable explanation and exemplification of the consequences of the main settlements.</p>		

Week 7	International diplomacy, 1914-33 – trying to keep the peace 1923-33 (1)	Treaties and agreements 1924-1929/ disarmament
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Aim:

To chart the measures taken, and evaluate the effectiveness of, attempts made to maintain peace and deal with international issues 1923-33 (outside of the League of Nations).

Topics covered:

The significance of post-Versailles treaties and agreements, including the modifications to reparations in 1924 and 1929 under the Dawes and Young Plans, the Locarno Treaties 1925 and the Kellogg-Briand Pact of 1928; the significance of the Washington Naval Conferences of 1921–22 and 1930.

Suggested activities/resources:

Timeline – produce an annotated timeline of the non-League agreements made 1923-33 – include information about why needed and key terms. Use this information to produce a commentary on the extent to which these treaties and agreements achieved their aims to maintain peace and prevent new tensions from arising – this could be in the form of a script for a TV documentary.

In-depth investigation – research how, and why, the ‘isolationist’ US was drawn into European and world international relations in the 1920s – produce a speech to be presented to a seminar group – choose one person to present the speech (draw out of a hat or similar) and ask others to use their own research to ask further questions. This exercise could be used throughout the unit of study so that all members of the groups are put in the ‘hot spot’ at least once.

J Laver & R Wolfson, *Years of Change: European History* (Hodder, 2001); S Peale, *European Diplomacy 1870-1939* (Heinemann, 2002); D Williamson, *Access to History: International Relations 1879-1945* (Hodder 2015); documentary – *The Long Shadow* (BBC).

Teaching points to note:

Students should be aware of issues arising as a consequence of Versailles, new tensions emerging in the post-war world and the consequences of US isolationism.

Week 8	International diplomacy, 1914-33 – trying to keep the peace 1923-33 (2)	The League of Nations and disarmament
<p>Aim: To understand the work of the League of Nations 1923-24 and evaluate its effectiveness in trying to keep the peace.</p> <p>Topics covered: The significance of the League – constitution, machinery and changing membership; the significance of the special commissions and associated organisations, including the ILO; its impact on international disputes in the years 1920–33; the significance of the Geneva Disarmament Conference of 1932–34.</p> <p>Suggested activities/resources:</p> <p>Create a visual or graphic diagram to illustrate the constitution, machinery, commissions, organisations and changing membership of the League with strengths and weaknesses.</p> <p>Timeline – add the events connected to the League of Nations to the annotated timeline created in Week 7.</p> <p>Discussion topics – How successful was the League of Nations in maintaining peace in the years 1923-33? What were the main obstacles to the success of the League of Nations in the years 1923-33?</p> <p>J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001); S Peale, <i>European Diplomacy 1870-1939</i> (Heinemann, 2002); D Williamson, <i>Access to History: International Relations 1879-1945</i> (Hodder 2015); documentary – <i>The Long Shadow</i> (BBC).</p> <p>Practice essay - devise/set an essay focusing on the consequences of the Versailles Settlement – assess using the generic level of response mark scheme.</p> <p>Teaching points to note: Students will not be required to describe in detail the machinery, organization and work of the League of Nations but they should be able to use their knowledge of these aspects of the League to exemplify strengths and weaknesses and to evaluate effectiveness. They should be able to discuss criteria by which to assess the significance of the Geneva Disarmament Conference.</p>		

Week 9	International relations, 1933-41 – the drift to renewed conflict	Mussolini and Italy/ Japan and aggression in the Far East
<p>Aim:</p> <p>To understand the aims and objectives of Mussolini’s foreign policy; chart the development of Italian foreign policy 1933-39 and evaluate its impact on international relations.</p> <p>To understand the aims and objectives of Japanese foreign policy; chart the development of Japanese foreign policy 1933-40 and evaluate its impact on international relations.</p> <p>Topics covered:</p> <p>The role of Mussolini and the ideas shaping his conduct of Italian foreign policy 1933–41; the impact of increased defence spending; the significance of the attack on Abyssinia 1935–36; the significance of Italy’s intervention in the Spanish Civil War 1936–39; the significance of the Anti-Comintern Pact 1937 and the Pact of Steel 1939.</p> <p>The significance of the successful establishment of Manchukuo and the Treaty of Tanggu 1933; the reasons for, and impact to 1940 of, the outbreak of war between Japan and China in July/August 1937; the significance of Japanese clashes with the Soviet Army 1939 and the occupation of French Indo-China (1940).</p> <p>Suggested activities/resources:</p> <p>Weeks 9-12 – create a chart, table, and timeline providing an overview of the foreign policy of Italy, Japan, German, Britain, France, Russia and USA 1933-39 with extension to 1941. Use the chart etc to produce evaluations and commentaries on continuity/change over time in the policy/actions of individual nations identified in the specification, identifying similarities and differences between nations, describing and explaining the complex inter-relationships.</p> <p>Summarising: produce a series of newspaper headlines responding to events in Italian foreign policy from the perspective of the Italians and other chosen specified nations.</p> <p>In-depth reporting: produce a 3-5 minute news report for broadcast outlining Japanese foreign policy in the years 1933-30 to a Japanese audience/a British audience</p> <p>J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001); S Peaple, <i>European Diplomacy 1870-1939</i> (Heinemann, 2002); D Williamson, <i>Access to History: International Relations 1879-1945</i> (Hodder 2015); documentary – <i>The World at War</i> (Fremantle, 2005).</p> <p>Teaching points to note:</p> <p>Weeks 9-10 cover the aggressive foreign policy of the key nations Germany, Italy and Japan during the 1930s – students should be aware of the influence of nationalism, the effect of the worldwide economic depression and the significance of key individuals. Students should be aware the ineffectiveness of the League of Nations in dealing with international crises in the 1930s.</p>		

Week 10	International relations, 1933-41 – the drift to renewed conflict	Hitler and Germany
<p>Aim:</p> <p>To understand the aims and objectives of Hitler’s foreign policy; chart the development of German foreign policy 1933-39 and evaluate its impact on international relations.</p> <p>Topics covered:</p> <p>The role of Hitler and the ideas shaping his conduct of German foreign policy; the significance of rearmament and the reoccupation of the Rhineland 1934–36; the significance of intervention in the Spanish Civil War: the significance of the crises over Austria and Czechoslovakia 1938; the significance of Hitler’s decisions to attack Poland in 1939.</p> <p>Suggested activities/resources: (see also Week 9)</p> <p>Change over time: as a British journalist based in Germany in the years 1933-39 write a series of short dispatches commenting on the key events of Hitler’s foreign policy identified in the specification and the consequences for international relations.</p> <p>Create a profile of Hitler focusing on foreign policy aims, objective and actions in the years 1933-39.</p> <p>J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001); S Peaple, <i>European Diplomacy 1870-1939</i> (Heinemann, 2002); D Williamson, <i>Access to History: International Relations 1879-1945</i> (Hodder 2015);</p> <p>documentary – <i>The World at War</i> (Fremantle, 2005).</p> <p>Teaching points to note:</p> <p>Students should be aware of the inter-relationship between the aggressive foreign policies outlined in Weeks 9-10 and the policy of appeasement covered in Week 11.</p>		

Week 11	International relations, 1933-41 – the drift to renewed conflict	Reluctant warriors (appeasement and isolationism) and the outbreak of war in Europe
<p>Aim: To understand the aims and objectives of British and French foreign policy; chart the development of appeasement and the rate of rearmament in Britain and France 1933-39 and evaluate the impact on international relations; understand and explain the events leading to the outbreak of war in Europe in 1939.</p> <p>Topics covered: The significance of appeasement of Germany and Italy by Britain and France 1936–38; the significance of the pace of rearmament by Britain and France; the reasons for the decision to confront Germany over Poland in 1939: the significance of Hitler’s decisions to attack Poland in 1939.</p> <p>Suggested activities/resources: (see also Week 9) Role play (1) – simulate events during the crisis over Czechoslovakia in 1938 with learners taking the role of individual leaders and their advisers – best achieved with little previous knowledge of the detailed chronology of events Role play (2) – simulate a newsroom in Britain during the crisis over Czechoslovakia in 1938 with students taking the role of journalists responding to events in ‘real time’</p> <p>Debate: Focus on the role of appeasement in the events leading to the outbreak of war.</p> <p>J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001); S Peaple, <i>European Diplomacy 1870-1939</i> (Heinemann, 2002); D Williamson, <i>Access to History: International Relations 1879-1945</i> (Hodder 2015); documentary – <i>The World at War</i> (Fremantle, 2005).</p> <p>Teaching points to note: Students should be familiar with the historical debate over the causes of the outbreak of war in 1939 but not in the depth required for 4B.1. This may, however, provide an opportunity to revisit assessment practices for topic I Historical Interpretations (AO3) by considering extracts relating to the origins of the Second World War.</p>		

Week 12	International relations, 1933-41 – the drift to renewed conflict	The early years of the war and the outbreak of world war in 1941
<p>Aim:</p> <p>To gain an overview of events 1939-41 and to understand and explain how the European war and events in the Far East developed into a world war.</p> <p>Topics covered:</p> <p>The decision to confront Germany over Poland in 1939 and its impact to 1941; the significance of Hitler’s decisions to attack Poland in 1939, invade France in 1940 and Russia in 1941, the role of the USA in the European war in 1939–41 and the reasons for the policies adopted; the significance of growing tensions with the USA and the decision to attack Pearl Harbour 1941.</p> <p>Suggested activities/resources: (see also Week 9)</p> <p>Create a flow diagram establishing the chain of events which led to the Nazi occupation of Western and Eastern Europe and the US intervention in the war.</p> <p>Use Week 12 to introduce (and discuss) theories of historical significance and criteria used to establish the significance of events and individuals – students can then use these criteria to carry out an in-depth investigation of a significant event(s) in each of the Weeks 12-16 – these can then be presented in a variety of different formats and media – focus should always be on significance for victory and/or defeat.</p> <p>In-depth investigation – events leading to, and consequences of, the Japanese attack on Pearl Harbour and significance for eventual Allied victory/Axis defeat.</p> <p>Practice essay - devise/set an essay focusing on the reasons for the outbreak of war in 1939 or the similarities/differences in the foreign policies of the major powers – assess using the generic level of response mark scheme.</p> <p>J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001); D Williamson, <i>Access to History: International Relations 1879-1945</i> (Hodder 2015); G Darby, <i>Access to History in Depth: Europe at War, 1939-45</i>(Hodder, 2003); documentary – <i>The World at War</i> (Fremantle, 2005).</p> <p>Teaching points to note:</p> <p>The material covered in Week 12 creates a context and clear timeline of events between 4B.3 and 4B.4. Significance is a key assessment concept – students could be introduced to criteria with which to establish significance in a historical context.</p>		

Week 13	The world in flames, 1941-45	The war in Eastern Europe
<p>Aim: To chart events in Eastern Europe, understand the significance of key events and turning-points and explain the reasons for Russian victory and German defeat.</p> <p>Topics covered: The reasons for initial German success and failure before Moscow 1941; the significance of the advance to Stalingrad and German defeat there; the reasons for Russian victory 1943–45, including war production, US help, German tactical mistakes and diversion of resources to the West.</p> <p>Suggested activities/resources: Weeks 13-16 – continue/create a new timeline/table/chart or annotated wall map identifying the key events in the four specified theatres of war. Use the chart etc to produce evaluations and commentaries on continuity/change over time in the policy/actions of individual nations identified in the specification, identifying similarities and differences between nations – the emphasis should be on reasons for achieving victory and/or sustaining defeat.</p> <p>In-depth investigation – significance of the siege of Stalingrad; significance of success/failure of Operation Barbarossa; significance of US entry into the war for Russia etc. J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001); D Williamson, <i>Access to History: International Relations 1879-1945</i> (Hodder 2015); G Darby, <i>Access to History in Depth: Europe at War, 1939-45</i>(Hodder, 2003); documentary – <i>The World at War</i> (Fremantle, 2005).</p> <p>Teaching points to note: Students should be encouraged to develop an understanding of the parallel events taking place in the different theatres of war and the inter-relationship between them – this could be illustrated through timelines or by the use of annotated wall maps.</p>		

Week 14	The world in flames, 1941-45	The war in the Mediterranean
<p>Aim:</p> <p>To chart events in North Africa, Italy and the Mediterranean, understand the significance of key events and turning-points, explain the impact of the invasion of Italy, the reasons why the campaign lasted for so long and for the eventual defeat of Axis forces.</p> <p>Topics covered:</p> <p>The reasons for Italian defeats 1940; the significance of the struggle in North Africa 1941–43; the impact of the invasion of Italy and the reasons why the campaign lasted so long.</p> <p>Suggested activities/resources: (see Week 13)</p> <p>In- depth investigation – significance of Italian defeats 1940; key turning-points in North Africa; significance of invasion of Sicily; impact of Allied campaign in Italy etc. D Williamson, <i>Access to History: International Relations 1879-1945</i> (Hodder 2015); G Darby, <i>Access to History in Depth: Europe at War, 1939-45</i> (Hodder, 2003); documentary – <i>The World at War</i> (Fremantle, 2005).</p> <p>J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001);</p> <p>Teaching points to note:</p> <p>The events covered in Weeks 12-16 are potentially immense in scale – establishing an overview of the pattern of events in each theatre of war should be paramount with emphasis on the key theme of the unit which is attempting to achieve victory in war rather than detailed knowledge of operations and battles. For each theatre of war the question should be asked: what was being done to achieve victory and why was it successful/unsuccessful?</p>		

Week 15	The world in flames, 1941-45	The British and American assault on Nazi Germany
<p>Aim: To chart events in Western Europe from 1942 and the war in the Atlantic, understand the significance of key events and turning-points and explain the reasons for Allied victory and German collapse.</p> <p>Topics covered: The impact of the bombing offensive 1942–45; the significance of victory in the Atlantic 1943; the significance of the D-Day landings and the liberation of France 1944; the reasons for the final collapse of Germany.</p> <p>Suggested activities/resources: (see Week 13) In-depth investigation – arguments for and against effectiveness of bombing offensive 1942-45; role of war in the Atlantic; significance of individuals in successes and failures of the Allies and Nazi Germany post-D Day etc. Debate: focus on reasons for the final collapse of Germany</p> <p>J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001); D Williamson, <i>Access to History: International Relations 1879-1945</i> (Hodder 2015); G Darby, <i>Access to History in Depth: Europe at War, 1939-45</i>(Hodder, 2003); documentary – <i>The World at War</i> (Fremantle, 2005).</p> <p>Teaching points to note: Students should be aware of the tensions between the British and Americans and the change in the balance of power between the two as the war progressed in Europe.</p>		
Week 16	The world in flames, 1941-45	The war in the Pacific
<p>Aim: To chart events in the Far East and the Pacific, understand the significance of key events and turning-points, explain the reasons for Allied victory and Japanese defeat and the significance of the use of nuclear weapons.</p> <p>Topics covered: The significance of Pearl Harbour and the rapid Japanese conquests of 1942; the significance of the Battle of Midway; the reasons for the slow wearing down of Japan 1943–45; the significance of bombing, including the use of nuclear weapons.</p> <p>Suggested activities/resources: (see Week 13) In-depth investigation – significance of Japanese conquests 1942; significance of the Battle of Midway; reasons for the slow progress of the war in the Pacific; reasons for decision to use nuclear weapons, and consequences etc. Map exercise – overview of changing relationships and relative strength/international importance of major powers at key points across the period 1914-1945 – discuss and explain the changing patterns – what was it like at the beginning, what was it like at the end, what changed, what stayed the same, and why? D Williamson, <i>Access to History: International Relations 1879-1945</i> (Hodder 2015); J Costello, <i>The Pacific War</i>, (William Morrow, 1982); M Hastings, <i>Nemesis: The Battle for Japan</i> (Harper Perennial, 2008); documentary – <i>The World at War</i> (Fremantle, 2005).</p> <p>Practice essay - devise/set an essay focusing on the significance of an individual event in the Allied victory/Axis defeat in the Second World War – assess using the generic level of response mark scheme</p> <p>Teaching points to note: Students should be encouraged to review Weeks 12-15 by considering the key theme of achieving victory’ – why were the Allies able to achieve victory at the expense of the Axis powers?</p>		

Week 17	Revision	Section A – Historical Interpretations
<p>Topics covered: Weeks 1-4 – Section A (Historical Interpretations)</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student’s knowledge and skills – concentrate on using and evaluating extracts, familiarise Students with time needed to read extracts etc.</p> <p>Teaching points to note: In Section A - Historical Interpretations – Students will be required to evaluate the viewpoints in the extracts (AO3) and not evaluate the extracts as sources (AO2) i.e. they do not need to consider provenance, nature, origin and purpose. The mark schemes indicate the qualities students should seek to develop in their approach to analysis and evaluation of the views in the extracts,</p>		
Week 18	Revision	Section B
<p>Topics covered: Weeks 5-16 – Section B</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student’s knowledge and skills – use timelines to determine change over time and pattern of change/continuity, devise questions and write essay plans etc.</p> <p>Teaching points to note: In Section B essays may focus on events ranging from a single year to the whole time period of topics 2-4 and may also cross topics 2-4.</p>		

Suggested resources

J Laver and R Wolfson, *Years of Change: European History, 1890-1990* (Hodder, 2001)
A Farmer, *Access to History Context: An Introduction to Modern European History 1890-1990* (Hodder, 2003)
J Lowe, *Access to History: Rivalry and Accord, International Relations 1870-1914* (Hodder 2001)
S Miller, *Mastering Modern European History* (Palgrave Master Series, 1997)
D Williamson, *Access to History: War and Peace: International Relations 1878-1941* (Hodder, 2015)
A J P Taylor, *The Struggle for Mastery in Europe, 1848-1918* (Oxford, 1971)

Historical Interpretations:

R Henig, *The Origins of the First World War* (Lancaster Pamphlets, 2001)
W Mulligan, *The Origins of the First World War* (New Approaches to European History, CUP, 2010)
A Mombauer, *The Origins of the First World War: Controversies and Consensus* (Making History, Routledge, 2002)
T G Otte, *July Crisis* (CUP, 2015)
C Clark, *The Sleepwalkers* (Penguin, 2013)
G Martel, *Origins of the First World War* (Seminar Studies, Routledge, 2008)
G Wawro, *A Mad Catastrophe: The Outbreak of World War I and the Collapse of the Habsburg Empire* (Basic Civitas Books, 2015)
R Hamilton & H H Herwig, *Decisions for War, 1914-1917* (CUP, 2004)
M MacMillan, *The War that Ended Peace* (Profile Books, 2014)
A J P Taylor, *War by Timetable: How the First World War Began* (Endeavour, 2013)
G Martel, *The Month that Changed the World: July 1914* (OUP, 2014)

The World in Crisis, 1914-45:

M MacMillan, *Peacemakers: Six Months that Changed the World* (John Murray, 2003)
A Sharp, *The Versailles Settlement: Peace Making After the First World War 1919-23* (Palgrave Macmillan, 2008) & *The Consequences of the Peace* (Haus, 2015)
Z Steiner, *The Lights that Failed: European International History 1919-33* (OUP, 2007)
E H Carr & M Cox, *The Twenty Years' Crisis, 1919-1939* (Palgrave Macmillan, 2001)
T Townley, *Hitler and the Road to War* (Collins, 1998)
A Boxer, *Appeasement* (Collins, 1998)
M Whittock, *Mussolini in Power* (Collins, 1998)
P Brendon, *The Dark Valley: A Panorama of the 1930s* (Jonathan Cape, 2000)
P Brett, *Access to History: The USA and the World, 1917-45 1* (Hodder, 1997)
G Darby, *Access to History: Hitler, Appeasement and the Road to War* (Hodder, 2007)
F McDonough, *The Origins of the First and Second World Wars* (CUP, 1997)
A J P Taylor, *The Origins of the Second World War* (Penguin 1991)
J Costello, *The Pacific War* (William Morrow, 1982)
M Hastings, *Nemesis: The Battle for Japan, 1944-45* (Harper Perennial, 2008)
Antony Beevor – a variety of titles covering the Second World War (Viking)
R J Overy, *Why the Allies Won* (Pimlico, 2006)
Routledge Seminar Studies Series:
M Hudson, *The League of Nations and the Organisation of Peace* (2011)
R J Overy, *The Inter-War Crises* (2009)
D Ryan, *The United States and Europe in the Twentieth Century* (2003)

R J Overy, *The Origins of the Second World War* (2008)
S P Mackenzie, *The Second World War in Europe* (2014)
L Baker, *The Second World War on the Eastern Front* (2009)