

INTERNATIONAL ADVANCED LEVEL

History

Getting Started

Pearson Edexcel International Advanced Subsidiary in History (XHI01)

Pearson Edexcel International Advanced Level in History (YHI01)

For first teaching in September 2015

First examination June 2016

Issue 3

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Introduction

This Getting Started guide will give you an overview of the International Advanced Level (IAL) in History qualification and what it means for you and your students. This guidance is intended to help you plan the course in outline and give you further insight into the principles behind the content to help you and your students succeed.

Key principles

The specification has been developed with the following key principles:

Clear Specification

Clear guidance on what students need to learn, providing clarity for planning, teaching and assessment.

Progression, not repetition

The specification allows the development of understanding while at the same time avoiding repetition, ensuring students are engaged and thereby inspired to develop their knowledge.

Reflect today's global world

This specification allows students to develop an understanding of developments in history and enhances understanding of current developments in the modern world.

Clear assessments

Clear and consistent use of command words and question stems across assessments and between series. Our approach to assessments can be found in page 8.

Clear mark schemes

The new mark schemes provide a consistent understanding of the skills, and connections between these skills, required for each question type. Clear wording reflects how teachers and examiners describe the qualities of student work, so the expectations are clear for teachers and markers.

Skills for progression

The variety of content that will be found in the examination allows the students to demonstrate knowledge as well as its application, which are required elements for further study or progression into employment.

Support for delivering the new specification

Our package of support to help you plan and implement the new specification includes:

Planning – In this guide, we have provided a course planner and scheme of work that you can adapt to suit your department.

Teaching and learning – To support you in delivering the new specification, we will be providing suggested resource lists and suggested activities.

Understanding the standard – Sample assessment materials will be provided.

Tracking learner progress – Results Plus provides the most detailed analysis available of your students' examination performance. It can help you identify topics and skills where students could benefit from further learning.

Support – Our subject advisor service, and online community will ensure you receive help and guidance from us as well as enabling you to share ideas and information with each other. You can sign up to receive e-newsletters from the subject adviser to keep up to date with qualification updates, and product and service news.

Qualification Overview

This section provides an overview of the course to help you see what you will need to teach. The overview gives a general summary of each of the examined papers.

Specification overviews

The chart below provides an overview of the course. The IAL History is structured into 4 units with 4 externally assessed exams:

Unit 1	Unit 2
Depth Study and Interpretations	Breadth Study with Source Evaluation
Unit 3	Unit 4
Thematic Study with Source Evaluation	International Study with Historical Interpretations

Assessment overviews

Unit 1	Unit 2
External assessment: written examination Total marks: 50 Weighting: 25% of the total IAL marks Examination time: 2 hours	External assessment: written examination Total marks: 50 Weighting: 25% of the total IAL marks Examination time: 2 hours
Unit 3	Unit 4
External assessment: written examination Total marks: 50 Weighting: 25% of the total IAL marks Examination time: 2 hours	External assessment: written examination Total marks: 50 Weighting: 25% of the total IAL marks Examination time: 2 hours

Assessment objectives

The Assessment Objectives are the same for both AS and A2 level but the weightings are different.

		%in IAS	%in IA2	%in IAL
AO1 IAL 50% AS 45%	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance	45	55	50
AO2 IAL 25% AS 25%	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context	25	25	25
AO3 IAL 25% AS 30%	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	30	20	25

Assessment guidance

Unit 1: Depth Study and Interpretations	Unit code WHI01
Externally assessed Availability: January and June First assessment: June 2016	50 raw marks
<p>Content summary</p> <p>Students enter for one of the following:</p> <p>Option 1A: France in Revolution, 1774–99</p> <p>Option 1B: Russia in Revolution, 1881–1917</p> <p>Option 1C: Germany, 1918–45</p> <p>Option 1D: Britain, 1964–90</p> <p>(1B may not be combined with 2C. 1C may not be combined with 3C)</p>	
<p>Assessment</p> <p>Students answer two questions from a choice of four.</p> <p>Essay questions assess understanding of the period in depth (AO1) and the ability to analyse and evaluate historical interpretations (AO3).</p>	

Unit 2: Breadth Study With Source Evaluation	Unit code WHI02
Externally assessed Availability: January and June First assessment: June 2016	50 raw marks
<p>Content summary</p> <p>Students enter for one of the following:</p> <p>Option 2A: India, 1857–1948: The Raj to Partition</p> <p>Option 2B: China, 1900–76</p> <p>Option 2C: Russia, 1917–91: From Lenin to Yeltsin</p> <p>Option 2D: South Africa, 1948–2014: From Apartheid State to the Death of Mandela</p> <p>(2C may not be combined with 1B)</p>	
<p>Assessment</p> <p>Students answer two questions: one from Section A and one from Section B.</p> <p>Section A comprises one compulsory question in two parts, which assesses the ability to analyse and evaluate two sources (AO2).</p> <p>Section B comprises a choice of three essays, which assess understanding of the period in depth (AO1).</p>	

Unit 3: Thematic Study with Source Evaluation	Unit code WHI03
Externally assessed Availability: January and June First assessment: January 2017	50 raw marks
<p>Content summary</p> <p>Students enter for one of the following:</p> <p>Option 3A: The USA, Independence to Civil War, 1763–1865</p> <p>Option 3B: The British Experience of Warfare, 1803–1945</p> <p>Option 3C: Germany: United, Divided and Reunited, 1870–1990</p> <p>Option 3D: Civil Rights and Race Relations in the USA, 1865–2009</p> <p>(3B may not be combined with 4A 3C may not be combined with 1C)</p>	
<p>Assessment</p> <p>Students answer two questions: one from Section A and one from Section B.</p> <p>Section A comprises one compulsory essay, which assesses source analysis and evaluation skills (AO2).</p> <p>Section B comprises a choice of two essays, which assess the ability to evaluate the significance of historical explanations of the period in breadth (AO1).</p>	

Unit 4: International Study With Historical Interpretations	Unit code WHI04
Externally assessed Availability: January and June First assessment: June 2017	50 raw marks
<p>Content summary</p> <p>Students enter for one of the following:</p> <p>Option 4A: The Making of Modern Europe, 1805–71</p> <p>Option 4B: The World in Crisis, 1879–1945</p> <p>Option 4C: The World Divided: Superpower Relations, 1943–90</p> <p>Option 4D: The Cold War and Hot War in Asia, 1945–90</p> <p>(4A may not be combined with 3B)</p>	
<p>Assessment</p> <p>Students answer two questions: one from Section A and one from Section B.</p> <p>Section A comprises one compulsory question, which assesses the ability to evaluate contrasting interpretations of the period studied (AO1) and (AO3).</p> <p>Section B comprises a choice of two essays, which assess understanding of the period in depth (AO1).</p>	

Unit 1 Essay question requirements (AO1 and AO3)

All the essay questions are designed to be of equal difficulty and to differentiate by outcome. They are introduced by phrases such as ‘Historians have different explanations for...’ or ‘Historians differ in their judgements about ...’ and this is followed by a quotation for discussion. This can be seen in the example below of Unit 1A Question 1. Only the material in italics changes substantially from question to question.

Historians differ in their judgements about *the problems that caused unrest in France in the years 1774–89.*

‘The most significant cause of discontent in France in the years before 1789 was the taxation system.’

Assess this view using your own knowledge of the issue.

(Total for Question 1 = 25 marks)

The questions call on the understanding that historians have reached different conclusions and placed different emphases on key features of past periods when constructing their account of the past. Students are not required to explain why there have been different views, or recount historiographical debates. Their answers should show the ability to consider the view presented and to consider other explanations and conclusions. They may choose to refer to the views of named historians, but this is not a requirement. Such references will only raise the mark awarded if deployed effectively as evidence used in support of argument.

An analysis of the questions in the sample assessment material indicates that students may be asked to reach judgments about views on a range of aspects. For example given views may relate to the causes, consequences or significance of an event or development or the extent of change. Some examples are given below. Clarity about the aspect under discussion will be key to a well-constructed answer. The introductory statement helps students to identify that focus

Introductory statement	Stated view	Aspect for judgement
Historians have different explanations for the failure of constitutional monarchy (1789–93).	‘Louis XVI was mainly responsible for the failure of constitutional monarchy.’	Causation
Historians have different suggestions for the event in 1789 that marked the beginning of the French Revolution.	‘It was the Tennis Court Oath (20 June) rather than the storming of the Bastille (14 July) that marked the true onset of the French Revolution.’	significance
Historians differ in their judgements about Sergei Witte’s economic policies in the years 1891–1903.	‘Sergei Witte’s policies transformed the Russian economy in the years 1891–1903.’	Effect/ change
Historians differ in their judgements about the extent to which the Tsarist political system was reformed in the years 1903–14.	‘The Tsarist political system remained essentially the same in the years 1903–14.’	Change/ continuity
Historians differ in their judgements about the success of Nazi social policy.	‘The Nazis were successful in creating a Volksgemeinschaft in Germany in the years 1933–41.’	Effect / consequence
Historians differ in their judgements about how well British Prime Ministers handled the economy in the years 1970–79.	‘Heath, Wilson and Callaghan were ineffective in tackling the economic problems facing Britain in the years 1970–79.’	Effect

Questions are marked using a level of response markscheme.

The mark schemes identify progression in three separate elements or traits:

- analysis and exploration of key issues raised by the view presented in the question
- selection and deployment of knowledge
- substantiated evaluation and judgement.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–6	<ul style="list-style-type: none"> ■ Simple or generalised statements are made about the view presented in the question. ■ Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the issue in the question. ■ Judgement on the view is assertive, with little supporting evidence.
2	7–12	<ul style="list-style-type: none"> ■ Some understanding of the issue raised by the question is shown and analysis is attempted by describing some points that are relevant. ■ Mostly accurate knowledge is included, but it lacks range or depth and has only implicit links to issues relevant to the question. ■ A judgement on the view is given, but with limited support and the criteria for judgement are left implicit.
3	13–18	<ul style="list-style-type: none"> ■ Understanding and some analysis of the issue raised by the question is shown by selecting and explaining some key points of view that are relevant. ■ Knowledge is included to demonstrate some understanding of the issues raised by the question, but material lacks range or depth. ■ Attempts are made to establish criteria for judgement on the view and to relate the overall judgement to them, although with weak substantiation.
4	19–25	<ul style="list-style-type: none"> ■ Key issues relevant to the question are explored by analysing and explaining the issues of interpretation raised by the claim. ■ Sufficient knowledge is deployed to demonstrate understanding of the issues raised by the question and to meet most of its demands. ■ Valid criteria by which the view can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.

The level descriptions refer to ‘criteria’ for judgment. Examiners will, in order to award the higher marks, expect students to explain and justify their decision to ascribe greater significance to one cause than another, or to judge a development as significant or an action as ineffective.

The level descriptions are followed by indicative content – bullet points which support and which counter the view given in the question. It is not expected that students will necessarily include these points, or that many points. Other valid material will be credited. The arrangement of the indicative content is also not intended to imply that at least half the answer should be devoted to the given view. However, it should be considered thoroughly and a rule of thumb might suggest that about one third of the essay be devoted to the stated view. It is important to consider countervailing points and it is valid to assume that at least half the answer should do this.

Unit 2 Section A (AO2)

Questions will relate only to the parts of the specification content for unit 2 that have been indicated. In the specification, these are shown in **bold italics**.

For example in Option 2A. topic 2, the economics of Empire, all the specified content may be the focus for essay questions, but only those elements italicised below may be the focus for source-based questions in section A.

2 The economics of empire, 1857–1948

- The changing pattern of British trade with India, including exports to and imports from; India as a trading hub within the wider British Empire; the significance of changing tariffs and the decline and growth of Indian industry.
- Investment and development: extent of British investment; **growth of railways and their impact 1857–1914**; irrigation and drainage; port facilities and inland waterways
- Changes in living standards: population growth; **famines 1876–78, 1899, 1943**; slow but rising living standards in the village economy; impact of taxation.

The questions are based on primary sources or on sources contemporary to the period of study, for example from individuals who were part of a society but not direct witnesses to the events on which they comment. Visual sources will not be used.

Analysis and evaluation of the source material will require knowledge of the historical context. It can be seen from the sample assessment materials that the sources relate to a central named figure, group, event or major feature, issue, development specified in the content. It is not expected, however, that students will have prior knowledge of all the individuals or events to which the source material relates. Where the author is not a named figure in the specification content or where references in the sources need to be understood, additional details are provided in the provenance or in a gloss beneath the source.

Question (a) is phrased as:

Why is Source 1 valuable to the historian for an enquiry into XXX?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

Students are asked to identify, and explain their judgements about, the contribution the source can make to the specified enquiry. The indicative content for each question suggests some relevant points which could be made about the value of inferences that can be drawn and information that can be gained, taking account of what the student knows about the context in which the source was produced and its authorship, nature or purpose. This is not primarily an exercise in discerning limitations; instead students are asked to consider what aspects of the source make it valuable. They may wish to acknowledge some limitations, but the focus of their response must be on what the material can contribute, and an answer with no discussion of limitations will receive full marks if it meets the criteria for high Level 3 in the descriptor. The key to high attainment is the ability to deploy knowledge of the context to explain the meaning of key points relevant to the question, make and support valid inferences, and apply valid criteria when evaluating the source material.

Question (b) is phrased as:

How much weight do you give the evidence of Source 2 for an enquiry into XXX?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

The (b) question differs from the (a) question in two key ways that account for its higher mark. Students are asked to reach and explain a judgement; they are asked to consider the limitations as well as the value of the evidence in order to establish what reliance can be placed on it. In (b), knowledge of context may be used to challenge judgements or opinions or information given in a source in the light of what is known about the situation in the question or about the author's intentions or position. Knowledge of context may, of course, also be used to confirm the extent to which the material can be relied on and its significance. High attainment will be shown in the application of valid criteria, informed by knowledge of context, when considering the weight that can be attached to differing aspects of the source material – for example, information, claim or opinion. It will not be the case that information can be accepted at face value and opinion is automatically dubious. Knowledge of context may indicate that information is actually being used selectively or that a claim or opinion is actually authoritative or valid.

For both AS and A Level, the questions in Section A target AO2 and the mark schemes identify progression in three separate elements or traits:

- interpretation and analysis of source material
- deployment of knowledge of historical context in relation to the sources
- evaluation of source material.

AS Paper 2 questions (a) and (b)

The progression in the level descriptors is similar for both sub-questions (a) and (b) – as can be seen in the chart below – but there are some differences, marked in bold in the level descriptions below. The emphasis in (a) is on the contribution the evidence can make; (b) adds in the consideration of reliability and the requirement for a judgement. In (b) students are required to be more discriminating when interrogating the evidence than in (a) and take a greater range of considerations into account when coming to a judgement. An additional level is provided, reflecting the more demanding nature of the 15-mark question (b), compared with the 10-mark question (a).

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	AS Question (a)	AS Question (b)	
L1 1-3	<ul style="list-style-type: none"> ■ Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. ■ Some relevant contextual knowledge is included but presented as information rather than applied to the source material. ■ Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements. 	<ul style="list-style-type: none"> ■ Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. ■ Some relevant contextual knowledge is included but presented as information rather than applied to the source material. ■ Evaluation of the source material is assertive with little supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements. 	L1 1-3
L2 4-6	<ul style="list-style-type: none"> ■ Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question. ■ Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail. ■ Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of value is addressed mainly by noting aspects of source provenance and some judgments may be based on questionable assumptions. 	<ul style="list-style-type: none"> ■ Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question. ■ Contextual knowledge is added to information from the source material, but mainly to expand, confirm or challenge matters of detail. ■ Evaluation of the source material is related to the specified enquiry but with limited support for judgement. The concept of reliability is addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions. 	L2 4-7
L3 7-10	<ul style="list-style-type: none"> ■ Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences. ■ Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. ■ Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of value takes into account relevant considerations such as the nature or purpose of the source material or the position of the author. 	<ul style="list-style-type: none"> ■ Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences. ■ Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail. ■ Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification. 	L3 8-11

	AS Question (a)	AS Question (b)	
		<ul style="list-style-type: none"> ■ Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. ■ Deploys well-selected knowledge of the historical context, but mainly to illuminate or discuss the limitations of what can be gained from the content of the source material. Displays some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. ■ Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. 	L4 12-15

Unit 2 Section B

Breadth essays

- Students are required to answer one breadth essays from a choice of three. Essays questions may be set on any specified content, including the material shown in bold italics. Questions may focus on part or the whole of a key topic and may also cross topics.
- A decade will normally be the shortest period of coverage and longer periods are possible. Occasionally a marginally shorter period might be the focus (eight or nine years rather than a decade) where history and period do not conveniently fit into an arbitrary rule.
- All questions will require a judgment.
- Questions will not focus solely on a single event or year. There may be questions that make reference to a specific event, but they will do so in order to consider its causes or impact over an extended period. For example, 'To what extent did the Sharpeville massacre of 1960 weaken apartheid in the 1960s?'

Question stems

The following three stems are used:

- How far was/ were/ did ...?
- To what extent did/was...?
- How accurate is it to say that...?

Any of the three can be used to target any of the AO1 concepts. Students must recognise whether the question requires a judgement about change, causation, consequence, significance or the extent of similarity/difference to produce a focused response and relevant judgment.

Example	Concept targeted
How accurate is it to say that economic sanctions in the 1980s were responsible for the ending of apartheid in 1990?	Causation
To what extent did the Sharpeville massacre of 1960 weaken apartheid in the 1960s?	Change/continuity
How accurate is it to say that Stalin achieved absolute control over the Soviet Government in the years 1929-41?	Consequence

- In the early years of the specification, while few past papers exist, a useful exercise for students will be to identify the targets concepts of questions in a range of other options in the sample assessment material

Unit 2 Section B essay mark schemes

The mark schemes are arranged in the same way as for unit 1 essays. A set of generic level descriptions defines the qualities for the award of marks; indicative content for specific questions is provided additionally. The unit 2 descriptors differ to some extent from those for unit 1 because only AO1 is assessed.

The mark schemes identify progression in four separate elements or traits:

- analysis and exploration of key features and characteristics of period in relation to the second-order conceptual demands of the question
- selection and deployment of knowledge
- substantiated evaluation and judgement
- organisation and communication of argument.

The marking of Unit 2 essays is discussed in more detail below when exploring progression from AS to A2.

Unit 3

The options in Unit 3 are focused on breadth, requiring broad knowledge and understanding of developments and changes over an extended timescale.

The content for each option is organised into five key topic areas, they cover the various significant developments of the period. Themes that span the period are also given. The compulsory source evaluation question in section A may address **any one** of the key topics. Each of the essay questions in section B will relate to the defined themes and will draw on knowledge of **two or more** of the key topics. In responding to the essay question in section B, only knowledge of the key topics defined in the specification is required. It is not expected that students demonstrate knowledge of the themes in the period 'between' the key topics. For example in Option 3A, shown below, knowledge of the theme of slavery is not required in the years 1837-50.

Option 3A The USA, Independence to Civil War, 1763–1865

Overview Statement of themes	<p>This option comprises a study of the young United States, through five key topics, each centred on crucial developments in the history of the new nation. Certain key themes run through the key topics, namely:</p> <ol style="list-style-type: none"> 1 The relationship of the separate states to the whole 2 The issue of slavery 3 The problems posed by governing a democracy 4 The role of political leadership and the presidency 5 The significance of financial and economic problems
Key topics	<ol style="list-style-type: none"> 1. 'A New Nation', 1763–83 2. 'A more perfect union', 1786–91 3. 'Jacksonian Democracy', 1828–37 4. 'A House Divided', 1850–61 5. War and the end of slavery, 1863–65
SAMs questions and target content	<p>Section A</p> <ol style="list-style-type: none"> 1 How far could the historian make use of Sources 1 and 2 together to investigate the reasons for the outbreak of the War of American Independence in 1775? Explain your answer, using both sources, the information given about them and your own knowledge of the historical context. (KT 1) <p>Section B EITHER</p> <ol style="list-style-type: none"> 2 What, in your judgement, were the reasons for the different outcomes to crises over states' rights in 1832–33 and in January 1861? Explain your answer. (KTs 3 and 4) <p>OR</p> <ol style="list-style-type: none"> 3 'In 1787, the acceptance of slavery within the USA was essential for a successful union but in 1863–65 only its abolition appeared a viable political option for a reunited USA.' How far do you agree with these statements? (KTs 2 and 5)

Section A (AO2)

Question 1 combines the AS question parts (a) and (b) into a single task based on two sources. The question is phrased as:

How far could the historian make use of Sources 1 and 2 together to investigate XXX?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

As with AS Unit 2 Question 1(b), in Unit 3 Question 1, students are asked to reach a judgement, but the A Level task is more demanding in its requirement to consider the use in combination of two sources with differing qualities.

Accurate comprehension and analysis of the two sources is needed in order to draw inferences from them singly and together. Inferences should be supported by reasoning, not simply by reference to phrases, words or ideas in a source. The sources should be used in combination. Responses should go beyond simple matching of surface features in the two sources; they should consider, as appropriate, whether stronger inferences can be made from the sources if comparisons are made and they are taken together.

Knowledge of the historical context should be used to explain the meaning or implications of source contents and/or to discuss the limitations of what can be gained from the content of the source material. The highest level in the mark scheme expects 'secure understanding of the need to interpret source material in the context'. This will involve considering the implications of the authors' attitudes, priorities or intentions. Students will be expected to show 'awareness of the values and concerns of the society from which the material is drawn', as the level descriptors indicate at the highest level.

As with question (b) at AS, the task involves giving weight to evidence by taking into account the implications of the nature and purpose of a source and its context in order to consider how much it can contribute to the stated enquiry. Attention should be paid quite explicitly to 'how far' the material can be used. The qualities in the highest level descriptor expect that: 'Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.'

Section B

As was seen above in Unit 2 Section B, the essays target AO1 and will expect students to be able to demonstrate understanding of all the AO1 concepts of cause, consequence, change, continuity, similarity, difference and significance. AS/A2 differentiation is primarily by outcome and by expectation in the mark schemes of higher performance at A2 (see below), but there is also differentiation in the question approaches. A wider range of question stems is used and more complex judgements are required. Some questions may be expressed as a statement to be assessed.

Markschemes

Section A AO2 mark schemes are designed in the same way as Unit 2 Section A Question (b) described above. More marks are available for the Unit 3 question: 25 instead of 15. There is an additional Level 5 at A2 and hence a longer 'ladder' of progression. The AS students gain fewer marks for similar performance in Levels 1–4, because they are required to deal only with a single source in demonstrating these qualities.

A2 marks	AO2	AS Marks
L1 1-4	<ul style="list-style-type: none"> ■ Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. ■ Some relevant contextual knowledge is included but presented as information rather than applied to the source material. ■ Evaluation of the source material is assertive with little supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements. 	L1 1-3
L2 5-8	<ul style="list-style-type: none"> ■ Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question. ■ Contextual knowledge is added to information from the source material, but mainly to expand, confirm or challenge matters of detail. ■ Evaluation of the source material is related to the specified enquiry but with limited support for judgement. The concept of reliability is addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions. 	L2 4-7
L3 9-14	<ul style="list-style-type: none"> ■ Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences. ■ Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail. ■ Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification. 	L3 8-11
L4 15-20	<ul style="list-style-type: none"> ■ Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. ■ Deploys well-selected knowledge of the historical context, but mainly to illuminate or discuss the limitations of what can be gained from the content of the source material. Displays some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. ■ Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. 	L4 12-15
L5 21-25	<ul style="list-style-type: none"> ■ Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. ■ Deploys knowledge of the historical context with precision to illuminate and discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. ■ Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. 	NA

Section B AO1

As is the case with Unit 2, the questions in Unit 3 Section B target AO1 and the mark schemes identify progression in four separate elements or traits:

- analysis and exploration of key features and characteristics of period in relation to the second-order conceptual demands of the question
- selection and deployment of knowledge
- substantiated evaluation and judgement
- organisation and communication of argument.

Levels 1–4 are defined in the same way in the AS and A 2 markschemes, which are each marked out of 25. A2 students gain fewer marks for performance at lower levels and an additional level of performance is required for the highest mark band at A2, as the table below indicates. It is expected that A2 students will demonstrate stronger performance – drawing on a greater range of content, demonstrating a deeper understanding of historical concepts, and producing responses that are more analytical and judgements that are more effectively substantiated.

Defining progression in terms of an extended ladder enables students to see clearly their own targets for progression within the study of history.

AS		AO1	A2	
L1	1–6	<ul style="list-style-type: none"> ■ Simple or generalised statements are made about the topic. ■ Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. ■ The overall judgement is missing or asserted. ■ There is little, if any, evidence of attempts to structure the answer and the answer overall lacks coherence and precision. 	L1	1–4
L2	7-12	<ul style="list-style-type: none"> ■ There is some analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. ■ Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. ■ An overall judgement is given but with limited support and the criteria for judgement are left implicit. ■ The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. 	L2	5-8
L3	13-18	<ul style="list-style-type: none"> ■ There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although some mainly descriptive passages may be included. ■ Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. ■ Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. ■ The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision. 	L3	9-14

AS		AO1	A2	
L4	19-25	<ul style="list-style-type: none"> ■ Key issues relevant to the question are explored by an analysis of the relationships between key features of the period. ■ Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. ■ Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. ■ The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence or precision. 	L4	15-20
		<ul style="list-style-type: none"> ■ Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period. ■ Sufficient knowledge is precisely selected and deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. ■ Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. ■ The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. 	L5	21-25

Unit 4

The content for each option is organised into four key topic areas, they cover the various significant developments of the period. The first key topic identifies a study in depth of an issue of historical interpretation. In addition to understanding the content, students will need to develop skills to answer questions that target the ability to analyse and evaluate different interpretations of the period (AO3:20; AO1:5). Key topics 2-4 will be assessed through essay questions targeting solely AO1.

Section A AO3 and AO1

The question will relate to the issue of interpretation defined in topic 1. Two extracts from the writing of historians (400 words +/- 15% in total) will be provided. They will contain contrasting views. It is not expected that students be familiar with the writing of the selected historians selected, but they should be familiar with the issues that make the question controversial. The task requires students to analyse the extracts and to reach a judgement about how far they agree with a view reflected in one extract in the light of the counter-evidence in the other and of their own knowledge of the controversy. It is important that students analyse the provided extracts and do not treat the question as an invitation to write purely from their own knowledge. The level descriptions (see below) require evidence of analysis of the extracts and at the higher levels the integration of own knowledge with issues raised by an analysis of the extracts. The highest level requires students to display an understanding of the basis of the differing arguments (for example, what criteria are being used on which to base a claim or judgement). It also requires students to take account of the views in both extracts when coming to a judgement.

Reference to the works of named historians, other than the material in the extracts provided is not expected, but students may consider historians' viewpoints in framing their argument.

Section B

Questions will relate only to the content defined in key topics 2-4. A question may address more than one topic or relate to a single topic. The questions will be phrased similarly to those in Unit 3 Section B (see above) except that, to avoid confusion with Unit 4 section A, they will not be expressed as a statement to be assessed. Unlike unit 3, questions may relate to a single event or year or a longer period.

Mark schemes Section A

The question targets AO3 and AO1 and the mark schemes identify progression in three separate elements or traits:

- interpretation and analysis of extracts
- deployment of knowledge of issues related to the debate
- evaluation of and judgement about the interpretations.
- It should be noted that AO3 itself requires evaluation of interpretation in relation to the historical context. It should not be assumed that the 20 AO3 marks can be derived solely from use of the two extracts.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> ■ Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. ■ Some accurate and relevant knowledge is included and presented as information, rather than being linked with the extracts. ■ Judgement on the view is assertive, with little supporting evidence.
2	5–8	<ul style="list-style-type: none"> ■ Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. ■ Mostly accurate knowledge is included, but lacks range or depth. It is added to information from the extracts, but mainly to expand on matters of detail or to note some aspects which are not included. ■ A judgement on the view is given with limited support, but the criteria for judgement are left implicit.
3	9–14	<ul style="list-style-type: none"> ■ Demonstrates understanding and some analysis of the extracts by selecting and explaining some key points of interpretation they contain and indicating differences. ■ Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. ■ Attempts are made to establish criteria for judgement and discussion of the extracts is attempted. A judgement is given, although with limited substantiation, and is related to some key points of view in the extracts.
4	15–20	<ul style="list-style-type: none"> ■ Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by a comparison of them. ■ Sufficient knowledge is deployed to explore most of the relevant aspects of the debate, although treatment of some aspects may lack depth. Integrates issues raised by extracts with those from own knowledge. ■ Valid criteria by which the view can be judged are established and applied and the evidence provided in the extracts discussed in the process of coming to a substantiated overall judgement, although treatment of the extracts may be uneven. Demonstrates understanding that the issues are matters of interpretation.

Level	Mark	Descriptor
5	21–25	<ul style="list-style-type: none"> ■ Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. ■ Sufficient knowledge is precisely selected and deployed to explore fully the matter under debate. Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. ■ A sustained evaluative argument is presented, applying valid criteria and reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

The indicative content that follows is organised in four sections. These identify points that can be made from each extract and then relevant additional contextual material which supports and which counters the view to be assessed in the question. As is the case with indicative content in other units, the points included are not exhaustive or prescriptive.

Mark schemes Section B

These use the same generic descriptors and follow the same indicative content format as Unit 3 section B, but Unit 4 requires more depth of knowledge. If a Unit 4 question were focused on a single year or event, the requirement for 'Sufficient knowledge' and 'to respond fully to its demands' should be interpreted as requiring more depth than a Unit 3 question ranging over a more extended pA

Planning

Planning and delivering modular IAS and IAL Courses in History

The IAL in History qualification is modular, with assessments taken at January and June

Delivery models

One of the first decisions that centres will have to make is whether they intend to offer a sequential or thematic approach. A modular A Level will offer a more flexible approach as topics can be selected in an order that meets the needs of the students.

Suggested resources

To support the teaching and learning of the new specification, we have provided a comprehensive suggested resources list to capture a range of sources you may find useful on page 160.

Unit overview

The overview gives a summary of the content of each unit so that you can organise your teaching effectively.

Unit 1: Depth Study And Interpretations

Topics

Students may choose **one** of the following options:

- 1A: France in Revolution, 1774–99
- 1B: Russia in Revolution, 1881–1917**
- 1C: Germany, 1918–45***
- 1D: Britain, 1964–90

Forbidden in combination with Unit 2C: Russia, 1917–91: From Lenin to Yeltsin *Forbidden in combination with Unit 3C: Germany, 1870–1990: United, Divided and Reunited

Unit 2: Breadth Study with Source evaluation

Topics

Students may choose **one** of the following options:

- 2A: India, 1857–1948: The Raj to Partition
- 2B: China, 1900–76
- 2C: Russia, 1917–91: From Lenin to Yeltsin**
- 2D: South Africa, 1948–2014: From Apartheid State to the Death of Mandela

**Forbidden in combination with Unit 1A: Russia in Revolution 1881–1917

Unit 3: Thematic Study With Source Evaluation

Topics

Students may choose **one** of the following options:

- 3A: The USA, Independence to Civil War, 1763–1865
- 3B: The British Experience of Warfare, 1803–1945**
- 3C: Germany, 1870–1990: United, Divided and Reunited***
- 3D: Civil Rights and Race Relations in the USA, 1865–2009

Forbidden in combination with Unit 4A: The Making of Modern Europe 1805–71 *Forbidden in combination with Unit 1C: Germany, 1918–45

Unit 4: International Study With Historical Interpretations

Topics

Students may choose **one** of the following options:

- 4A: The Making of Modern Europe 1805–71**
- 4B: The World in Crisis 1879–1945
- 4C: The World Divided: Superpower Relations 1943–90
- 4D: The Cold War and Hot War in Asia, 1945–90

**Forbidden in combination with Unit 3B: The British Experience of Warfare, 1803–1945

Course Planner

This section contains course planners for all of the options within each unit in the Pearson Edexcel IAL in History specification.

The course planner follows the specification in unit order

This is only a suggested course planner for one of the options and it does not need to be followed. However, it may be useful when working through the specification for the first time.

Timings

The following tables show the suggested timings for one of the options within the respective unit.

Unit 1: Depth Study and Interpretations

Option 1A France in Revolution, 1774-99		
Topics		Time (approx hours)
1.1	The origins and onset of revolution, 1774-89	20
1.2	Revolution and the failure of constitutional monarchy, 1789-93	20
1.3	The National Convention, the Jacobins and the Terror, 1793-94	20
1.4	From the Directory to Brumaire, 1795-99	20
	Revision	10
Total teaching time (hours)		90

Option 1B Russia in Revolution, 1881- 1917		
Topics		Time (approx hours)
1.1	Political reaction and economic change – Alexander III and Nicholas II, 1881 -1903	20
1.2	The First Revolution and its impact, 1903-14	20
1.3	The end of Romanov rule, 1914-17	20
1.4	The Bolshevik seizure of power, October 1917	20
	Revision	10
Total teaching time (hours)		90

Option 1C Germany, 1918-45		
Topics		Time (approx hours)
1.1	The Democratic experiment 1918-29	20
1.2	The rise of the Nazis, 1919-33	20
1.3	Nazi Germany, 1933-39	20
1.4	Germany at war, 1939-45	20
	Revision	10
Total teaching time (hours)		90

Unit 1: Option 1D Britain, 1964-90		
Topics		Time (approx hours)
1.1	Labour in Power 1964-70 'white hot heat'?	20
1.2	States of Emergency, 1970-79	20
1.3	'There is no alternative': the Thatcher response, 1979-90	20
1.4	A changing society, 1964-90	20
	Revision	10
Total teaching time (hours)		90

Unit 2: Breadth Study with Source Evaluation

Option 2A India, 1857-1948 The Raj to Partition		
Topics		Time (approx hours)
2.1	The British Raj: the government of India, 1857-1948	20
2.2	The economics of empire, 1857-1948	15
2.3	Resistance to British rule, 1857-1948	25
2.4	Military power and its limits, 1857-1948	20
	Revision	10
Total teaching time (hours)		90

Option 2B China, 1900-76		
Topics		Time (approx hours)
2.1	Order and disorder 1900-76	20
2.2	The impact of the world on China, 1900-76	20
2.3	Economic changes 1900-76	20
2.4	Social and cultural changes 1900-76	20
	Revision	10
Total teaching time (hours)		90

A Getting started for teachers

Option 2C Russia 1917- 91: From Lenin to Yeltsin		
Topics		Time (approx hours)
2.1	Communist government in the USSR, 1917–91	20
2.2	Industrial and agricultural change, 1917–91	20
2.3	Control of the people, 1917–91	20
2.4	Social developments, 1917–91	20
	Revision	10
Total teaching time (hours)		90

Option 2D South Africa,1948-2014 From Apartheid State to the Death of Mandela		
Topics		Time (approx hours)
2.1	Governing South Africa, c.1948–2014	25
2.2	Opposing the government of South Africa, c.1948–2014	25
2.3	Economy and society, c.1948–2014	15
2.4	Relations with the outside world, c.1948–2014	15
	Revision	10
Total teaching time (hours)		90

Unit 3: Thematic Study with Source Evaluation

Option 3A The USA, Independence to the Civil War, 1763-1865		
Topics		Time (approx hours)
3.1	'A New Nation', 1763–83	15
3.2	'A More Perfect Union', 1786–91	20
3.3	'Jacksonian Democracy', 1828–37	15
3.4	'A House Divided', 1850–61	15
3.5	War and the end of slavery, 1863–65	15
	Revision	10
Total teaching time (hours)		90

Option 3B The British Experience of Warfare, 1803-1945		
Topics		Time (approx hours)
3.1	Britain and the Napoleonic Wars, 1803–15	15
3.2	The Crimean War, 1854–56	15
3.3	The second Boer War, 1899–1902	15
3.4	Trench warfare on the Western Front, 1914–18	15
3.5	Britain and the struggle with Nazi Germany,	20
	Revision	10
Total teaching time (hours)		90

Paper 3C: Germany, 1870-1990: united, divided and reunited		
Topics		Time (approx hours)
3.1	The birth and early years of the Second Reich, 1870–79	15
3.2	The birth and early years of democratic Germany, 1917–24	15
3.3	The birth and development of of the Third Reich, 1930–39	20
3.4	Establishing and ruling the new Federal Republic, 1949–60	15
3.5	The last years of the German Democratic Republic and reunification, 1985–90	15
	Revision	10
Total teaching time (hours)		90

Option 3D: Civil Rights and Race Relations in the USA, 1865-2009		
Topics		Time (approx hours)
3.1	'Free at last', 1865–77	15
3.2	The triumph of 'Jim Crow', 1883–c.1900	15
3.3	Roosevelt and race relations, 1933–45	15
3.4	'I have a dream', 1954–68	20
3.5	Race relations and Obama's campaign for the presidency, c.2000–09	15
	Revision	10
Total teaching time (hours)		90

Unit 4: International Study with Historical Interpretations

Option 4A: The Making of Modern Europe, 1805-71

Please note: that, although topic 4.1 covers content for 50% of the assessment, each of the four topics has been allocated the same proportion of guided learning hours. This is due to the depth of coverage required for students to be confident in their knowledge and understanding of topics 4.2-4.4. The revision weeks have, however, been equally allocated to Section A and Section B revision.

Topics		Time (approx hours)
4.1	Historical Interpretations: What explains the downfall of the Napoleonic Empire, c.1805-14?	20
4.2	Trying to put Humpty-Dumpty together again': the Treaty of Vienna and its aftermath, 1815-45	20
4.3	The rise of Piedmont and the unification of Italy, 1848-70	20
4.4	Prussia and the creation of the Second Reich, 1848-71	20
	Revision	10
Total teaching time (hours)		90

Option 4B: The World in Crisis, 1879- 1945

Please note: that, although topic 4.1 covers content for 50% of the assessment, each of the four topics has been allocated the same proportion of guided learning hours. This is due to the depth of coverage required for students to be confident in their knowledge and understanding of topics 4.2-4.4. The revision weeks have, however, been equally allocated to Section A and Section B revision.

Topics		Time (approx hours)
4.1	Historical Interpretations: What explains the outbreak of war in Europe between the great powers in August 1914?	20
4.2	Trying to achieve victory and making peace and trying to keep it, 1914-33	20
4.3	The drift to renewed conflict, 1933-41	20
4.4	The world in flames, 1941-45	20
	Revision	10
Total teaching time (hours)		90

Option 4C: The World Divided: Superpower Relations, 1943-90

Please note: that, although topic 4.1 covers content for 50% of the assessment, each of the four topics has been allocated the same proportion of guided learning hours. This is due to the depth of coverage required for students to be confident in their knowledge and understanding of topics 4.2-4.4. The revision weeks have, however, been equally allocated to Section A and Section B revision.

Topics		Time (approx hours)
4.1	Historical Interpretations: What explains the outbreak and development of the Cold War in the years 1943-53?	20
4.2	Conciliation and confrontation, 1953-64	20
4.3	Stalemate and Détente, 1964-79	20
4.4	Renewed confrontation and resolution, 1980-90	20
	Revision	10
Total teaching time (hours)		90

Option 4D: The Cold War and Hot War in Asia , 1945-90

Please note: that, although topic 4.1 covers content for 50% of the assessment, each of the four topics has been allocated the same proportion of guided learning hours. This is due to the depth of coverage required for students to be confident in their knowledge and understanding of topics 4.2-4.4. The revision weeks have, however, been equally allocated to Section A and Section B revision.

Topics		Time (approx hours)
4.1	Historical Interpretations: What explains the outbreak, course and impact of the Korean War in the period 1950-53?	20
4.2	The emergence of the Cold War in South East Asia, 1945-60	20
4.3	War in Indo-China, 1961-73	20
4.4	South East Asia without the West: the fading of the Cold War, 1973-90	20
	Revision	10
Total teaching time (hours)		90

SCHEME OF WORK

The Schemes of Work included in this section are **EXAMPLES only and do not need to be followed, However they may be useful to use when working through the specification for the first time.**

Unit 1

Option 1A: France in Revolution, 1774-99

Content		
Week 1	The origins and onset of revolution, 1774-89	The ancient regime and its challenges in 1774
<p>Aim: To establish an overview of events 1774-99; to understand the political system in France in 1774 and explain the ideological challenges beginning to emerge</p> <p>Topics covered: Absolutism and court faction; the parlements; the three estates; rights of nobles and church privilege; the impact of the Enlightenment and the spread of new ideas.</p> <p>Suggested activities/resources: Begin to create an annotated/illustrated timeline (either individual or for classroom) of events across the Unit time period 1774-99 and/or an annotated/illustrated map of France – each can be added to as coverage of the content progresses; use contemporary political cartoons and pictures of Versailles to help explain the political inequalities of the period – students can create their own cartoon to show understanding.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder, 2013) Ch.1, D Rees & D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5th Edition, Hodder) Ch.1, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 1.1, Part 2.2</p> <p>Teaching points to note: Establishing an overview of events through an introductory timeline allows students to begin to determine patterns of change and continuity and gain a view of the whole time period being studied. The French Revolution is a period of history when a great deal of change occurred over a relatively short period of time. It will also be important to provide students with or for students to have access to a map of France to establish the political geography of events. Unit 1 questions will target second order concepts such as cause, consequence, change, continuity, similarity and difference, and significance. It would be good practice to discuss different ways of approaching these concepts and analyzing events using these concepts throughout the period of the course of study.</p>		

Week 2	The origins & onset of revolution, 1774-89	Problems facing France in the 1780s
<p>Aim: To understand and explain the specific problems and challenges facing France in the 1780s.</p> <p>Topics covered: Rural poverty and urban food prices; taxation and crown debt; corruption at court; impact of the American Revolution.</p> <p>Suggested activities/resources: Source carousel - create a carousel of sources placed around the classroom for students to collect information about the problems facing France – place the sources as large pieces of paper – each student can then write a comment on each piece of paper as they move around the room – collect in paper and discuss comments with the class – individual students then fill in a chart or write a commentary on the problems facing France in the 1780s. Causation exercise – students evaluate the potential for revolution using a sorting exercise – giving each problem a weight or putting into rank order – find connection between the problems to establish inter-relationships. D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch 2; D Rees & D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5th Edition, Hodder) Ch. 1, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.2</p> <p>Teaching points to note: It is important for students to be able to define, understand and deploy vocabulary specific to the topic being studied. It would be useful to provide an initial list of terms and encourage students to add to this and share with other students when they come upon further unfamiliar terms/phrases.</p>		

Week 3	The origins & onset of revolution, 1774-89	The failings of Louis XVI and his ministers
<p>Aim: To understand and explain the weaknesses of the government of France by Louis VI and his ministers, and to explain the impact on the political situation in France.</p> <p>Topics covered: Louis' character; financial reforms of Turgot, Necker and Calonne; attitudes to Marie Antoinette; opposition in the Paris Parlement; the Assembly of Notables and the revolt of the aristocracy.</p> <p>Suggested activities/resources : Create a card index file, A4 factsheet or on-line notes about all of the named individuals; write a diary extract/letter about events from the point of view of a noble; class discussion/formal debate on the long-term problems in France and then plan and write first practice essay.</p> <p><i>D Martin, The French Revolution, (Enquiring History for A level, Hodder) Ch. 3, D Rees & D Townson, Access to History: France in Revolution 1774-1815, (5th Edition, Hodder) Ch. 1, P Jones, The French Revolution 1787-1804, (Seminar Studies, Routledge, 2010) Part 2.2</i></p> <p>Practice essay (causation): set a question that focuses on the long-term problems in France in the years before 1789 – use the generic mark scheme to level student's work – feedback using a student friendly version of the mark scheme to help them understand the level awarded.</p> <p>Teaching points to note: Exam questions may focus specifically on individuals or groups named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named individuals in the specification (and selected others) would be useful for revision.</p> <p>This week provides a good opportunity to introduce students to the concept of significance and some of the methods used by historians to establish the extent of significance.</p> <p>Practice essay – Unit 1 includes an element of Historical Interpretations (AO3) – this does not involve the use of documentary extracts but requires students to consider the essay questions as a contribution to wider debates and discussions about the nature of historical explanation. Students are not addressing the historiography but discussing / debating the question asked from their own point of view in relation to the content studied and discussed during the teaching of the course (see assessment guidance above).</p>		

Week 4	The origins and onset of revolution, 1774-89	The onset of revolution in 1789
<p>Aim: To outline the events leading to the outbreak of revolution in Paris and to understand the significance of the main events of 1789.</p> <p>Topics covered: Summoning and breakdown of the Estates-General; declaration of the National Assembly; significance of the Tennis Court Oath; revolt in Paris and the significance of the storming of the Bastille.</p> <p>Suggested activities/resources: Create a detailed mini-timeline of events in 1789 and/or begin an annotated wall map of Paris to illustrate the key events of the period; create a chart that shows the immediate consequence of each event and why the further upheaval continues; create a photo montage of modern images that sum up each of the events and then explain why each image has been chosen (either verbally or in writing this encourages good use of explanatory vocabulary); significance exercise – compare the symbolism of the storming of the Bastilles with a similar event in modern history e.g. opening of the Berlin Wall.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 5 & 6; D Rees & D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5th Edition, Hodder) Ch. 2; P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.2, 2.3.</p> <p>Teaching points to note: Exam questions may focus specifically on events named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named events (and selected others) would be useful for revision.</p> <p>This week provides a good opportunity to introduce students to concepts relating to turning-points or decisive events.</p>		

Week 5	Revolution and the failure of constitutional monarchy, 1789-93	Attempts to create a constitution, 1789-91
<p>Aim: To outline the events surrounding the creation of a new constitution for France 1789-91, and to understand and explain the nature of the reforms.</p> <p>Topics covered: The Great Fear and the abolition of feudalism; the Declaration of the Rights of Man; the October Days and the impact of the march on Versailles; the reforms of the National Assembly.</p> <p>Suggested activities/resources: Annotated documents – use the Declaration of Rights and an list of constitutional reforms – highlight and annotate the key points (this could also be done in Week 1 to elicit what the revolutionaries believed was wrong in France in the 1780s); create a chart to show differences in France before and after the events of 1789; investigate the role of women in the march on Versailles.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 6; D Rees & D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5th Edition, Hodder) Ch. 2 & 3; P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.3</p> <p>Teaching points to note: Students will need to gain an awareness of the rapid train of events during this period and to consider the methods by which events in Paris were communicated to the outlying provinces of France. This might be achieved by reference to more modern examples of fast moving ‘revolutionary’ events such as the collapse of the Soviet bloc in the late 1980s or the Arab Spring.</p>		

Week 6	Revolution and the failure of constitutional monarchy, 1789-93	Revolution and the failure of constitutional monarchy, 1789-93
<p>Aim: To understand and explain the revolutionary environment created in France 1789-93.</p> <p>Topics covered: Key political groups; the role of individuals, including Mirabeau, Brissot, Robespierre and Danton; popular protest and the sans-culottes; royalist support; revolutionary culture.</p> <p>Suggested activities/resources: Create an intelligence dossier of information on the four named individuals and/or key political groups evaluating their threat to the constitutional monarchy (each could be investigated by an individual student and information shared); hold a debate about the future of the monarchy between the main revolutionaries; use documentary film/photographs of modern examples of popular pressure e.g. collapse of communism, Arab Spring, to discuss the role of the 'sans-culottes' in Paris; create cards of different social groups and ask students to determine which groups/ideas they might identify with – use these to create a chart; find examples of contemporary culture – annotate and explain the symbolism.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 5 & 6, D Rees & D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5th Edition, Hodder) Ch. 3, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.3, 2.4 & 2.5; also see S Schama (resources)</p> <p>Teaching points to note: Students will need to gain an awareness of the rapid train of events during this period and to consider the methods by which this week gives students an opportunity to understand in more detail the revolutionary atmosphere and culture emerging in France before the onset of the Terror. Students should be aware of the different political groups emerging, the revolutionary leadership and the role of ordinary people. It is important that students should understand who supported the different groups (including the royalists) and why. Although this Unit does not assess the use of primary sources, this would be a good opportunity to introduce students to the variety of contemporary material available to the historian studying this period.</p>		

A Getting started for teachers

Week 7	Revolution and the failure of constitutional monarchy, 1789-93	Breakdown in relations with the king, 1791-2
<p>Aim: To understand and explain the reasons for the breakdown of relations between the revolutionaries and the king 1791-2.</p> <p>Topics covered: Flight to Varennes and counter-revolutionary activity; divisions in the Legislative Assembly; the emergence of Republicanism; the impact of war with Austria and Prussia.</p> <p>Suggested activities/resources: Investigate the events surrounding the flight to Varennes and write a detailed magazine article describing and analyzing the events; devise a series of newspaper headlines to reflect the events of the flight to Varennes and/or the events of 1791-2 – these could be from different revolutionary/royalist perspectives.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 6; D Rees & D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5th Edition, Hodder) Ch. 3; P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.4)</p> <p>Teaching points to note: Students will need to gain an awareness of the rapid train of events during this period and to consider the methods by which this week gives students an opportunity to understand in more detail the revolutionary atmosphere and culture emerging in France before the onset of the Terror. Students should be aware of the different political groups emerging, the revolutionary leadership and the role of ordinary people. It is important that students should understand who supported the different groups (including the royalists) and why. Although this Unit does not assess the use of primary sources, this would be a good opportunity to introduce students to the variety of contemporary material available to the historian studying this period.</p>		
Week 8	Revolution and the failure of constitutional monarchy, 1789-93	The revolution radicalized, 1792-93
<p>Aim: To chart, understand and explain the rapid escalation of events leading to the emergence of the 'Terror' and the trial and execution of the king.</p> <p>Topics covered: The invasion of the Tuileries; the impact of the state of national emergency; the journée of 10 August; revolutionary government and the September massacres; the creation of the National Convention; the trial and execution of the king.</p> <p>Suggested activities/resources: Create a flow chart to show the chain reaction of events from the flight to Varennes to the trial and execution of the king – students use the chart to write an explanation of why the breakdown in relations was so rapid; role play – set up a mock trial of the king or an Assembly debate over the future of the king; draw a political cartoon to sum up the impact of the state of national emergency on the lives of ordinary people in Paris.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 7, D Rees & D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5th Edition, Hodder) Ch. 4, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.5</p> <p>Practice essay (significance): set a practice essay that focuses on an individual event e.g. flight to Varennes as a turning point in the course of the Revolution – use the generic mark scheme to level/mark students work but do not annotate it – ask students to re-read with just the level given and to annotate/explain why the level was awarded – get them to give a mark within the level and compare with the mark actually awarded.</p> <p>Teaching points to note: This week provides a good opportunity to build on the concept of significance established earlier and to consider concepts of consequence through analysing the impact of a specific event – in this case, the flight to Varennes. Students should ensure that they are aware of the specific vocabulary required to analyse events e.g. absolute monarchy, constitution, constitutional monarchy, republicanism, counter-revolution, royalist, radicalism.</p>		

Week 9	The National Convention, the Jacobins and the Terror, 1793-4	Preconditions for the 'terror'
<p>Aim: To understand and explain the preconditions that existed and from which the Terror emerged.</p> <p>Topics covered: The significance of external threat; the impact of the Vendée revolt; economic pressures; political pressures, including the Girondin purge, Federalist revolt and Marat's death; the power of the sans-culottes and the Paris Commune.</p> <p>Suggested activities/resources: Carousel activity (see Week 2) – problems/pressures in France by 1793; debate – set up a formal debate or a balloon debate (different styles of debate can be found on-line) to evaluate the conditional causes of the Terror; create an imaginary blog or Twitter feed reflecting the experiences of people living in Paris or the Vendée.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 7, D Rees & D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5th Edition, Hodder) Ch. 5, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.5</p> <p>Teaching points to note: Students should be aware of the atmosphere in which the threat, and use, of violence began to emerge. Students should also consider the violent/threatening nature of the revolution from its initial phase. This week provides a good opportunity to build on the concept of causation with a study of conditional (long-term) causes.</p>		
Week 10	The National Convention, the Jacobins and the Terror, 1793-4	Organising the Terror
<p>Aim: To understand and explain the means used to organise the Terror.</p> <p>Topics covered: The Committee of General Security; the Revolutionary Tribunal; the Committee of Public Safety representatives on mission; Watch Committees; the Laws of 19 March, Suspects and Frimaire.</p> <p>Suggested activities/resources: Devise a detailed diagram to show the key machinery of the Terror – how they worked, their impact and the interrelationship between them; design a revolutionary calendar and chart the events of the Revolution from the death of the king to the coup de Brumaire; create a Beginner's Guide to the Terror summarising the key machinery/individuals/events.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 7 & 8, D Rees & D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5th Edition, Hodder) Ch. 5, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.5</p> <p>Teaching points to note: Students should have an understanding of the machinery of the Terror – the institutions, legislation and groups of people behind the events.</p>		

Week 11	The National Convention, the Jacobins and the Terror, 1793-4	The National Convention, the Jacobins and the Terror, 1793-4
<p>Aim: To chart, understand and explain the events of the Great Terror, 1794; establish the significance of Robespierre.</p> <p>Topics covered: The purge of the Hébertists and Indulgents; religious radicalism; the legislation of terror and centralisation; the extent and nature of the Terror in Paris and the regions; the role of Robespierre and St-Just.</p> <p>Suggested activities/resources: Debate/discuss the role of terror in revolutionary activity – this could be in relation to events in 1794 or a wider discussion on the role of terror in other revolutionary movements in history; investigate the nature of the Terror in Paris and produce a magazine article or documentary script describing and analyzing events; in-depth research into the role and significance of Robespierre/St Just – use to create a table of positive and negative aspects of the significance of an individual.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 8, D Rees & D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5th Edition, Hodder) Ch. 5, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.5; Danton (1983).</p> <p>Practice essay (consequence): set a practice question to focus on the impact of the Great Terror on the political, economic and social stability of France in 1794 – concentrate on planning and improving on previous essay - use the generic mark scheme to Level/mark.</p> <p>Teaching points to note: This week provides a good opportunity to consider examination questions that focus on events taking place over a short space of time or in one particular year. There is also an opportunity to build on the concepts of significance with regard to the role of an individual.</p>		
Week 12	The National Convention, the Jacobins and the Terror, 1793-4	The coup of Thermidor
<p>Aim: To understand and explain the events leading to, and of, the coup of Thermidor.</p> <p>Topics covered: Growing economic and political fear; Robespierre under pressure; the arrest and execution of Robespierre and his supporters; Thermidorean government established.</p> <p>Suggested activities/resources: Role play – mock trial of Robespierre; create a chart comparing the government of France under the Terror to that established after the coup of Thermidor; discussion of why revolutionary times often lead to a series of political coups; write an obituary for Robespierre; create political cartoons showing the coup of Thermidor from different political perspectives.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 8 & 9, D Rees & D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5th Edition, Hodder) Ch.5 & 6, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.4.</p> <p>Teaching points to note: This week provides a good opportunity to build on concepts of causation and consequence. Students should consider the reasons why the intensity of events led to a reaction.</p>		

Week 13	From the Directory to Brumaire, 1795-99	Problems facing the Directory
<p>Aim To understand and explain the problems political, social and economic problems facing the Directory.</p> <p>Topics covered: Political violence, including the White Terror; political divisions; economic and financial pressures; popular protest.</p> <p>Suggested activities/resources: Evaluation of problems inherited– card sort activity to rank the importance of problems facing the Directory; write a Report to the Directory outlining the ‘real’ situation in Paris following the demise of Robespierre; discuss and rate the chances of the survival of the Directory.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 9, D Rees & D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5th Edition, Hodder) Ch. 6, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.5.</p> <p>Teaching points to note: Students should have an understanding of the experiences of ordinary people in France during the years of the revolution. Weeks 13-15 provide a good opportunity to reflect on the impact of events on ordinary urban and rural dwellers in France during the revolutionary period.</p>		
Week 14	From the Directory to Brumaire, 1795-99	The work of the Directory
<p>Aim To describe and understand the nature of government under the Directory; to evaluate the effectiveness of the government by the Directory.</p> <p>Topics covered: The 1795 constitution; economic and financial reforms; martial law; attempts to control factionalism; Directorial terror; the extent of popularity and success.</p> <p>Suggested activities/resources: Balance sheet – create a chart to show the positive and negative achievements of the Directory – use to write an extended commentary; design an illustrated diagram to show the work of the Directory.</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 9, D Rees & D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5th Edition, Hodder) Ch. 6, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.5</p> <p>Teaching points to note: This is a time period of the French Revolution that can easily be overlooked – students should consider the nature of the government that was established and the compare the different types of government experimented with during the revolution including the Consulship.</p>		

Week 15	From the Directory to Brumaire, 1795-99	Dealing with internal and external threats
<p>Aim To understand and explain the nature of the threats to the Directory both internally (from inside France) and externally.</p> <p>Topics covered: The Verona Declaration and the émigrés; Parisian unrest; revolt in the provinces and reaction to conscription; the significance of war for the domestic situation, 1795–99;</p> <p>Suggested activities/resources: Create a political cartoon to sum up the position of the Directory immediate before the coup de Brumaire; create a table that identifies key feature of government and fill in key aspects for absolutist France, the constitutional monarch, the Terror and the Directory – use this to explain similarities and differences between the different styles of government in France 1789-199. Evaluation of the problems faced – students work in pairs to investigate the internal and external threats – each student shares their findings with the other;</p> <p>D Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch.9, D Rees & D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5th Edition, Hodder) Ch. 6, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.5</p> <p>Teaching points to note: Students should be aware of the impact of the events in France on international relations in Europe – this week would be a good opportunity to review the reaction of the European powers since 1789 and the warfare which ensued.</p>		
Week 16	From the Directory to Brumaire, 1795-99	The coup de Brumaire, 1799
<p>Aim To chart and explain the coup de Brumaire and the establishment of the Consulship; establish the significance of Napoleon Bonaparte.</p> <p>Topics covered: The Directory under threat; the role of Sieyès; the significance of the return of Bonaparte; the coup of November and establishment of the Consulship.</p> <p>Suggested activities/resources: Investigate the events of the coup de Brumaire – use the information to produce a detailed magazine article or an in-depth piece for a news programme; produce a pen portrait of the achievements of Napoleon Bonaparte to 1799; discussion – how likely is the Consulship to survive and for how long?</p> <p>Martin, <i>The French Revolution</i>, (Enquiring History for A level, Hodder) Ch. 9 & 10, D Rees & D Townson, <i>Access to History: France in Revolution 1774-1815</i>, (5th Edition, Hodder) Ch. 6, P Jones, <i>The French Revolution 1787-1804</i>, (Seminar Studies, Routledge, 2010) Part 2.6</p> <p>Practice essay (change over time; similarity/difference) – set question to focus on change or similarity/difference over a longer period of time – this will allow reflection of the unit in the build-up to the period of revision – level/mark using the generic mark scheme.</p> <p>Teaching points to note: Students should be aware of the significance of 1799 in relation to the course of the revolution and the emergence of Napoleon Bonaparte. This should be used as an end date from which to establish change over time, change and continuity, similarity and difference across the time period 1789-99. Centres studying Unit 4a might consider using this week as an opportunity to introduce students to the history of Napoleonic France in preparation for the A Level Unit.</p>		

Week 17 & 18	Revision
<p>The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Topics covered:</p> <p>Week 17 - either Weeks 1-7 content or focus on questions relating to shorter time periods</p> <p>Week 18 - either Weeks 8-16 content or focus on question relation to longer time periods</p> <p>Suggested activities/resources:</p> <p>Short answer quizzes; timed essays; interrogation of model answers; visual charts and graphs illustrating change over time etc.</p> <p>Teaching points to note:</p> <p>Teachers/tutors should encourage students to check content knowledge during these weeks (use of a RAG chart might be useful) and teacher/tutors should ensure that students are developing the required skills for the assessment tasks (see assessment guidance above).</p>	

Option 1B: The Russian Revolution, 1881-1917

Content		
Week 1	Political reaction and economic change – Alexander III and Nicholas II, 1881 -1903	The nature of autocratic rule; the difficulties of ruling Russia
<p>Aim To gain an overview of events 1881-1917; to understand the political, economic and social situation in Russia in 1881, particularly the difficulties of ruling the large Russian Empire; to understand and explain the nature of Tsarist rule, and the personalities of Alexander III and Nicholas II</p> <p>Topics covered: The Tsarist principles of autocracy, nationality and orthodoxy; the differing personalities of Alexander and Nicholas and the influence of Pobedonostev on both.</p> <p>Suggested activities/resources: Begin to create an annotated/illustrated timeline (either individual or the classroom) of events across the unit time period 1881-1903 and/or an annotated/illustrated map of Russia – each can be added to as coverage of the content progresses; use contemporary political cartoons and images to help explain the political inequalities of the period – students can create their own cartoon to show understanding.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Intro & Ch. 1.1 ;Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 1; Fiehn T & Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec.1.1</p> <p>Teaching points to note: Establishing an overview of events through an introductory timeline allows students to begin to determine patterns of change and continuity and gain a view of the whole time period being studied. The Russian Revolution is a period of history when a great deal of change occurred over a relatively short period of time. It will also be important to provide students with or for students to have access to a map of Russia to establish the political geography of events.</p> <p>Unit 1 questions will target second order concepts such as cause, consequence, change, continuity, similarity and difference, and significance. It would be good practice to discuss different ways of approaching these concepts and analyzing events using these concepts throughout the period of the course of study.</p>		

Week 2	Political reaction and economic change – Alexander III and Nicholas II, 1881 -1903	Reaction (to reform and change)
<p>Aim To understand and explain the Tsarist reaction to the reforms of Alexander II and growing opposition.</p> <p>Topics covered: The reasons for the reversal of the ‘liberal’ trends under Alexander II, including the institution of Land Captains and their effect and press censorship; the oppression of nationalities; anti-Semitism; the role of the Okhrana.</p> <p>Suggested activities/resources: Investigate the early background and personalities of Alexander III and Nicholas II – use the information to write a commentary on the possible reasons for the reactionary policies of the 1880s and 90s; draw a diagram or devise a visual record of the policies of Alexander III and Nicholas II.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 1.1 ;Lynch M, <i>Reaction and Revolution: Russia, 1894-1924 (Access to History, Hodder, 2015) Ch.1 &2; Fiehn T & Corin C, Communist Russia under Lenin and Stalin, (SHP, Hodder Murray, 2002) Sec.1.1</i></p> <p>Teaching points to note: It is important for students to be able to define, understand and deploy vocabulary specific to the topic being studied. It would be useful to provide an initial list of terms and encourage students to add to this and share with other students when they come upon further unfamiliar terms/phrases.</p>		
Week 3	Political reaction and economic change – Alexander III and Nicholas II, 1881 -1903	Economic change
<p>Aim To understand and explain the attempts to counter opposition through economic reform; to determine the significance of Sergei Witte; to evaluate the success of Tsarist economic policy 1891-1903.</p> <p>Topics covered: The significance of Sergei Witte in promoting economic development 1891–1903; the growth of railways and their impact; the significance of foreign investment; the weakness of a commercial middle class; urbanisation and its impact.</p> <p>Suggested activities/resources: Statistical exercise – find statistical evidence for key economic indicators and use them to analyse the development of the Russian economy under Sergei Witte; produce a profile of Sergei Witte – this could be in the form of a magazine article; discuss the rationale behind policies of political conservatism and economic reform/pragmatism (this could be compared with modern examples e.g. Russia in the 1980s, modern China).</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009)Ch. 1.3;Lynch M, <i>Reaction and Revolution: Russia, 1894-1924 (Access to History, Hodder, 2015) Ch. 2.2; Fiehn T & Corin C, Communist Russia under Lenin and Stalin, (SHP, Hodder Murray, 2002) Sec.1.</i></p> <p>Teaching points to note: Exam questions may focus specifically on individuals or groups named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named individuals in the specification (and selected others) would be useful for revision.</p> <p>This week provides a good opportunity to introduce students to the concept of significance and some of the methods used by historians to establish the extent of significance.</p>		

<p>Week 4 – centres could consider changing the order of coverage and teaching Week 4 content either for Weeks 2 or 3</p>	<p>Political reaction and economic change – Alexander III and Nicholas II, 1881 -1903</p>	<p>Opposition to Tsarism</p>
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Aim

To chart, understand and explain the growth of opposition to Tsardom before 1905; to understand the difference between opposition groups; to evaluate the success of political opposition to 1903.

Topics covered:

Unrest among peasants and workers; the nature of the middle class and its opposition, including the founding of ‘Liberation’ 1902; the Socialist Revolutionaries 1901 and the Social Democrats 1898; reasons for the lack of success of opposition groups.

Suggested activities/resources:

Create an intelligence dossier of information on the key political groups evaluating their threat to Tsarism (each could be investigated by an individual student and information shared); hold a debate about the future of the monarchy between the main revolutionaries; create cards of different social groups and ask students to determine which groups/ideas they might identify with – use these to create a chart; produce a diagram/illustration to explain why the oppositions groups were relatively unsuccessful in the period before 1903.

Murphy D, *Russia in Revolution, 1881-1924: From Autocracy to Dictatorship* (Pearson, 2009) Ch. 1.4 ;Lynch M, *Reaction and Revolution: Russia, 1894-1924* (Access to History, Hodder, 2015) Ch. 2.3; Fiehn T & Corin C, *Communist Russia under Lenin and Stalin*, (SHP, Hodder Murray, 2002) Sec.1.1.

Practice essay (causation): set a question that focuses on the reasons for the growth of opposition in Russia before 1903 – use the generic mark scheme to level the student’s work – feedback using a student friendly version of the mark scheme to help them understand the level awarded.

Teaching points to note:

This week gives students an opportunity to understand in more detail the revolutionary atmosphere and culture emerging in Russia before the onset of the 1905 Revolution. Students should be aware of the different political groups emerging, the revolutionary leadership and the role of ordinary people. It is important that students understand who supported the different groups (including the royalists) and why. Although this unit does not assess the use of primary sources, this would be a good opportunity to introduce students to the variety of contemporary material available to the historian studying this period.

Students should have a basic understanding of the principles behind communism and the stages of political development according to Marx.

Practice essay – Unit 1 includes an element of Historical Interpretations (AO3) – this does not involve the use of documentary extracts but requires students to consider the essay questions as a contribution to wider debates and discussions about the nature of historical explanation. Students are not addressing the historiography but discussing / debating the question asked from their own point of view in relation to the content studied and discussed during the teaching of the course (see assessment guidance above).

Week 5	The First Revolution and its impact, 1903-14	The causes and impact of the 1905 Revolution
<p>Aim To chart and explain the causes of the 1905 Revolution; to understand the immediate impact of this Revolution.</p> <p>Topics covered: The impact of the Russo-Japanese war; Bloody Sunday; the spread of revolutionary activity among peasants, workers and national minorities; the St. Petersburg Soviet.</p> <p>Suggested activities/resources: Source carousel - create a carousel of sources placed around the classroom for students to collect information about the events in Russia 1903-5 – place the sources on large pieces of paper – each student can then write a comment on each piece of paper as they move around the room – collect in paper and discuss comments with the class – individual students then fill in a chart or write a commentary on the causes of the 1905 Revolution; investigate Bloody Sunday – write a magazine article or a documentary script explaining and analysing the events; discussion – compare the impact of Bloody Sunday with similar events in history e.g. Boston Massacre; Peterloo Massacre; Bloody Sunday in Northern Ireland; Sharpeville; Tiananmen Square - draw out the key features of a turning point – consider the extent to which such events led to immediate change or influenced longer term trend or had no clear significance at all.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 1.5; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 2.4 & 2.5; Fiehn T & Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.1</p> <p>Teaching points to note: Exam questions may focus specifically on events named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named events (and selected others) would be useful for revision. This week provides a good opportunity to introduce students to concepts relating to turning-points or decisive events.</p>		

Week 6	The First Revolution and its impact, 1903-14	Nicholas II's response to - the events of 1905.
<p>Aim To understand and explain the events of 1905, and to evaluate the strengths and weakness of Tsarist power and the political opposition by the end of 1905.</p> <p>Topics covered: The failure of the August Manifesto; the October Manifesto and the response of opposition groups; the crushing of the Moscow Uprising; the extent of the recovery of Tsarist power.</p> <p>Suggested activities/resources: Report – produce a report for Marxist revolutionary leaders in exile giving a frank evaluation of events in Russia in the aftermath of the 1905 revolution and prospects for future reform. Debate -formal debate to discuss interpretations of the 1905 Revolution e.g. ‘This House believes that the events of 1905 should not be described as a revolution.’ Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 1.5; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 2.5 & 3.2; Fiehn T & Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.1. Practice essay (significance): Set a practice essay that focuses on an individual event e.g. the role of Bloody Sunday in the 1905 Revolution – use the generic mark scheme to level/mark students work but do not annotate it – ask students to re-read with just the level given and to annotate/explain why the level was awarded – get them to give a mark within the level and compare with the mark actually awarded.</p> <p>Teaching points to note: This week provides a good opportunity to consider examination questions that focus on events taking place over a short space of time or in one particular year. Students should be aware of the short term impact of the revolutionary events in 1905. Research on-line for different sorts of classroom debates that could be used for different purposes e.g. balloon debates to establish the significance of key individuals.</p>		

Week 7	The First Revolution and its impact, 1903-14	Change and continuity in government
<p>Aim To understand and explain the Tsarist response to the events of 1905; to understand the nature and determine the extent of Tsarist power 1905-1914; to understand the nature and success/failure of the political opposition to 1905-1914.</p> <p>Topics covered: The Fundamental Law; the radicalism of the first two Dumas; Nicholas II's relations with the dumas, 1906-14; the nature of Tsarist government and royal power in 1914.</p> <p>Suggested activities/resources: Investigate the nature of government in Russia 1905-1913 – produce material to be included in a textbook on Russia before 1914 – consider text, illustrations and the use of contemporary sources; note-making – read a textbook chapter/section on Tsarist government 1905-1913-14 – highlight the proper nouns in the text - identify the people, places and events and summarise what happened.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 2.6; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch.3.2; Fiehn T & Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.1.</p> <p>Teaching points to note: This week is a good opportunity to consider concepts of change over time and/or similarity and difference by comparing Tsarist Russia pre-1905 to post-1905. It is important for students to understand the relative weakness of the Tsarist opposition despite the apparent successes of 1905 and knowledge of events to come.</p>		

Week 8	The First Revolution and its impact, 1903-14	Repression and reform, 1906-14
<p>Aim To understand and explain the Tsarist policy of using repression and reform to control Russia; the consequences of Tsarist policies for politics, the economy and society 1906-1914; the significance of Stolypin.</p> <p>Topics covered: The importance of Stolypin’s repression and the restoration of stability; actions against revolutionary parties; reform of agricultural landholdings and emigration to Siberia; the significance of the Lena goldfields massacre 1912.</p> <p>Suggested activities/resources: Create a chart to show policies of repression and reform 1903-14 and include an evaluation of success and failure; investigate the conditions of peasants and industrial workers pre- 1914 or annotate contemporary images of the lives of ordinary people to show living/working conditions; create a table to compare the situation in Russia 1894-1905 with 1905-1913-14 – produce a written comparison to explain similarities and differences.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 2.6; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 3.1-3; Fiehn T & Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.1</p> <p>Teaching points to note: This week provides a good opportunity to build on the concept of causation with a study of conditional (long-term) causes. Students should also now have become more aware and begin to deploy political vocabulary effectively e.g. authoritarianism, autocracy, monarchy, reaction, liberalism, socialism, communism.</p>		
Week 9	The end of Romanov rule, 1914-17	The economic impact of the First World War
<p>Aim To consider the causes of major revolutionary change in history; to consider the long term problems of Russia in 1914; to explain the situation in Russia in 1914; to understand and explain the economic impact of the First World War.</p> <p>Topics covered: The significance of inflation and supplies for the cities; the consequences for the civilian population of the priority given to the army.</p> <p>Suggested activities/resources: Discussion – use a range of examples from history e.g. American Revolution; Reformation, Glorious Revolution; French Revolution; Arab Spring to discuss why and how major changes in history have unfolded; create an imaginary blog or Twitter feed reflecting the experiences of people living in Russia and/or the soldiers at the Front.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 2.7; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2005); Fiehn T & Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.1.</p> <p>Teaching points to note: This week provides a good opportunity to build on the concept of causation with a study of contingent (short-term) causes. Students should be aware of the steady build-up of economic problems and their impact on the ordinary people of Russia both urban and rural.</p>		

Week 10	The end of Romanov rule, 1914-17	The political impact of the First World War
<p>Aim: To chart the Russia contribution to the First World War 1914-17; to understand and explain the political impact of the first World War 1; to consider the significance and role of Rasputin in undermining Tsarism.</p> <p>Topics covered: The prestige of the Tsar and the morale of the army; the role of the Empress and significance of Rasputin; growing frustration and opposition in the Duma, including the formation of the Progressive Bloc; the significance of Zemgor.</p> <p>Suggested activities/resources: Produce a timeline of events covering the First World War (outline the key events of the fighting in the war with an emphasis on the Eastern front - on one side of the timeline annotate the economic problems 1914-17 and on the other political problems – discuss the pattern emerging; investigate the significance of Rasputin - produce an in-depth magazine article about Rasputin to be written in 1916 or the present day; use clips from the film <i>Nicholas and Alexandra</i> (1971).</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 2.7 ; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 3.4-5 & Ch. 4.1-3; Fiehn T & Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.1.</p> <p>Practice essay (consequence): set a practice question to focus on the impact of the First World War on the political, economic and social stability of Russia by 1917 – concentrate on planning and improving on previous essay - use the generic mark scheme to Level/mark.</p> <p>Teaching points to note: This week provides a good opportunity to build on the concept of causation with a study of contingent (short-term) causes and or debate over the significance of individuals in changing history.</p>		
Week 11	The end of Romanov rule, 1914-17	The February Revolution
<p>Aim: To chart the events of the February Revolution, to understand and explain its immediate cause and to understand why Nicholas II abdicated.</p> <p>Topics covered: Growth of unrest in towns and countryside; International Women’s Day and the Petrograd general strike; the creation of the Provisional Committee and the Petrograd Soviet; the abdication of Nicholas II.</p> <p>Suggested activities/resources: Carousel activity (see Week 5) – events leading up to the February Revolution; investigate the role of women in the Revolution as a whole – produce an article for a history magazine or a script for a documentary piece explaining their role; create a detailed annotated/illustrated timeline of events for February 1917 (this can be carried on for the whole of the year); create a photo montage of modern images that sum up each of the events of February 1917 and then explain why each image has been chosen (either verbally or in writing this encourages good use of explanatory vocabulary); write a letter from Nicholas II explaining his decision to abdicate.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 2.8; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 4; Fiehn T & Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.2.</p> <p>Teaching points to note: This week provides a good opportunity to build on the concept of causation with a study of contingent (immediate) causes. Students should be aware of the growing revolutionary atmosphere in Russia and in St. Petersburg in particular. Students should be made aware of the calendar differences in Russia in 1914 and the February/March and October/November usage in different texts.</p>		

Week 12	The end of Romanov rule, 1914-17	The nature of dual power
<p>Aim: To understand and explain the nature of the Provisional government; to compare and contrast the Provisional government with Tsarist rule before and after 1905; to understand and explain the nature of the dual power of the Provisional government and the Petrograd Soviet, and its impact on policy and the war effort.</p> <p>Topics covered: The political complexion of the Provisional government; the extent of its power and support; the aims and membership of the Petrograd Soviet; early political reforms.</p> <p>Suggested activities/resources: Investigation in the nature of dual power – students work in pairs – one researches the work of the Provisional Government and the other the Petrograd Soviet – each then shares the information and together they create a chart illustrating the nature of events from February to July 1917.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 3.9 ; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 5.1; Fiehn T & Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.2.</p> <p>Teaching points to note: Weeks 12-16 cover a complicated period of political history with many events happening simultaneously – it is important that students are clear about the chronology of events and the role of different groups and individuals.</p>		
Week 13	The Bolshevik seizure of power, October 1917	Opposition to the Provisional government
<p>Aim: To understand and explain the nature of the opposition to the Provisional Government; to explain the importance and impact of Lenin’s return to Russia; to chart and understand the events of April-July 1917.</p> <p>Topics covered: The significance of conflicting attitudes on the continuation of the war; the importance of Lenin’s return to Russia and the April Theses; the Milyukov crisis and its impact; the significance of the June Offensive and the July Days.</p> <p>Suggested activities/resources: Carousel activity (see Week 5) – growth of opposition to the Provisional Government; source activity – use contemporary sources to establish the impact of Lenin’s return to Moscow; devise a series of newspaper headlines from different perspectives to reflect events April-July 1917; use The Young Indiana Jones Chronicles (Season 2: Episode 14 – Petrograd, July 1917) to discuss the experience of young people during the Revolution – this episode is unusual as it takes the events of July 1917 for its basis rather than February or October (could also use as a basis for a discussion on the use of historical fiction by historians).</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch.3.9 & 3.10 ; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch.5.2-3; Fiehn T & Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.3.</p> <p>Teaching points to note: This week provides a good opportunity to introduce students to concepts relating to turning-points or decisive events.</p>		

Week 14	The Bolshevik seizure of power, October 1917	The second Provisional government, July-October
<p>Aim: To chart the events of July-October 1917 before the Bolshevik seizure of power; to understand and explain why the second Provisional government failed, including the role of Kerensky; to understand the impact of the Kornilov affair.</p> <p>Topics covered: The role of Kerensky as Prime Minister; the membership of the new government; problems in industry and agriculture; the Kornilov affair and its impact on the government and the Bolsheviks.</p> <p>Suggested activities/resources: Report – produce a report evaluating the successes and failure of the Provisional government July-October 1917 either for leaders of the Bolsheviks or the Provisional government itself; produce a profile of Alexander Kerensky; add to the earlier intelligence dossiers by including information about the opposition groups in 1917 and the main leaders of the Bolsheviks; investigate the Kornilov affair and debate its impact as a turning-point in events.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 3.11; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 5.3; Fiehn T & Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.3.</p> <p>Teaching points to note: This week provides a good opportunity to consider examination questions that focus on events taking place over a short space of time or in one particular year.</p>		
Week 15	The Bolshevik seizure of power, October 1917	The October Revolution
<p>Aim: To chart the events of the October Revolution; to explain the success of the Bolsheviks and understand the methods used to seize power; to understand the role of the Bolshevik leadership and the role of ordinary people in the events of October 1917.</p> <p>Topics covered: Lenin's influence on the Central Committee; the significance of Trotsky and the Military Revolutionary Committee; the significance of the seizure of power in Petrograd and Moscow and the formation of the Bolshevik government.</p> <p>Suggested activities/resources: Create a detailed timeline and an annotated map of events in Petrograd in 1917 – use them to carry out a 'what if...?' exercise – to work out what might have happened if any of the events had failed or not taken place – use the discussions to make a list of reasons why the Bolsheviks succeeded in taking over power in October 1917; Lenin or Trotsky? – students work in pairs – each student investigates the role of Lenin or Trotsky in the October Revolution – debate who played the most significant part in the revolution; role play – set up a newspaper room in Moscow or London and feed information from events in Petrograd to build up the whole story of the events – produce a newspaper article reflecting what happened (different perspectives might be suggested).</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 3.12; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 5.4; Fiehn T & Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.4.</p> <p>Teaching points to note: Students should be aware of the atmosphere in Petrograd in October and of the fast moving nature of events. They should consider the events from the perspective of ordinary Russians caught up in the events.</p>		

Week 16	The Bolshevik seizure of power, October 1917	Holding power by a thread (events in late 1917)
<p>Aim: To understand and explain the actions taken by the Bolsheviks in the months October-December 1917; to evaluate Bolshevik strengths and weaknesses by the end of December 1917.</p> <p>Topics covered: The implications of Constituent Assembly elections; the significance of the Decrees on Land, Peace and Workers Control; the importance of the Armistice December 1917; the significance of the setting up of the Cheka, 1917.</p> <p>Suggested activities/resources: Discussion – in a group discussion identify the key institutions and policies needed to successfully run a government – identify those areas under the control of the Bolsheviks by the end of 1917 – evaluate the likelihood of Bolshevik success; using the same information create a table to show power in Russia before 1905, 1905-17, under the Provisional government and the new Bolshevik regime – write a commentary identifying similarities and differences and change over time.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 4.13 ;Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 5.5 & 6.1; Fiehn T & Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 2.1.</p> <p>Practice essay (change over time; similarity/difference) – set question to focus on change or similarity/difference over a longer period of time – this will allow reflection of the Unit in the build up to the period of revision – Level/mark using the generic mark scheme.</p> <p>Teaching points to note: Students should understand the precarious hold on power which the Bolsheviks had after the October Revolution and to evaluate their position at the end of 1917 – despite the events that occurred later there was no guarantee that the Bolsheviks would hold on to power for any length of time. This week provides a good opportunity to review events in Russia since the 1880s and to consider concepts of change over time.</p>		
Week 17 & 18	Revision	
<p>The programme of revision will depend on the perceived gaps in the student’s knowledge and skills.</p> <p>Topics covered: Week 17 - either Weeks 1-7 content or focus on questions relating to shorter time periods Week 18 - either Weeks 8-16 content or focus on question relation to longer time periods</p> <p>Suggested activities/resources: Short answer quizzes; timed essays; interrogation of model answers; visual charts and graphs illustrating change over time etc.</p> <p>Teaching points to note: Teachers/tutors should encourage students to check content knowledge during these weeks (use of a RAG chart might be useful) and teacher/tutors should ensure that students are developing the required skills for the assessment tasks (see assessment guidance above).</p>		

Option 1C: Germany, 1918-45

Content		
Week 1	The democratic experiment 1918-29	The collapse of the Second Reich and the creation of the Weimar Republic 1918-19
<p>Aim: To gain an overview of the events in Germany 1918-45; to understand the situation in Germany after the failure of the Spring Offensive in 1918; to chart the events in Germany in late 1918 and the reasons for change; to understand the Weimar constitution and to explain the similarities to/differences from the Second Reich; to outline the political parties in 1918-19.</p> <p>Topics covered: The reasons for and the impact of the transformation of Germany brought about by the revolutions from above and below in 1918; the significance of the Weimar constitution 1919; the nature and roles of the various political parties that contested for power under the Weimar constitution.</p> <p>Suggested activities/resources: Begin to create an annotated/illustrated timeline (either individual or for the classroom) of events across the unit time period 1918-45 and/or an annotated/illustrated map of Germany – each can be added to as coverage of the content progresses; construct a newspaper front page to reflect the German response to the events in November 1918; produce an annotated flow chart showing the chain of events in German from November 1918 to the signing of the constitution; copy and highlight/annotate the key features of the Weimar constitution and/or draw a diagram to summarise the key features.</p> <p>Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part1.1; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch. 4; Lee S J, <i>The Weimar Republic</i> (Routledge, 2009)</p> <p>Teaching points to note: Establishing an overview of events through an introductory timeline allows students to begin to determine patterns of change and continuity and gain a view of the whole time period being studied. It will also be important to provide students with or for students to have access to a map of Germany to establish the political geography of events.</p> <p>Unit 1 questions will target second order concepts such as cause, consequence, change, continuity, similarity and difference, and significance. It would be good practice to discuss different ways of approaching these concepts and analysing events using these concepts throughout the period of the course of study.</p>		

Week 2	The democratic experiment 1918-29	Crises and survival 1919-24
<p>Aim: To chart the events in Weimar Germany 1919-24; to understand and explain the consequence of the Versailles Settlement for Germany; to understand and explain the political and economic challenges to the Weimar Republic to 1924; the explain the reasons for the survival of Weimar Germany in the face of extreme threat.</p> <p>Topics covered: The nature and impact of the treaty of Versailles; the reasons for, and the impact of, the challenges from the extreme left and the extreme right in Germany in these years; the reasons for, and the impact of, Hyper-inflation in 1922–23; the reasons for the survival of the new constitutional arrangements.</p> <p>Suggested activities/resources: Use contemporary political cartoons and pictures of the Versailles Settlement to help explain the political inequalities of the period – students can create their own cartoon to show understanding; create a table to illustrate the key political and economic threats to Weimar Germany 1919-24 – date, event, consequence; class discussion/debate – why did the Weimar Republic survive? Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part1.1; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.4; Lee S J, <i>The Weimar Republic</i> (Routledge, 2009).</p> <p>Teaching points to note: It is important for students to be able to define, understand and deploy vocabulary specific to the topic being studied. It would be useful to provide an initial list of terms and encourage students to add to this and share with other students when they come upon further unfamiliar terms/phrases. Exam questions may focus specifically on events named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named events (and selected others) would be useful for revision. This week would be a good opportunity to consider the consequence or impact of events in history. There are many different type of debate that can be effective at A level e.g. balloon – these can be researched on-line.</p>		

Week 3	The democratic experiment 1918-29	The Golden Years 1924-29
<p>Aim: To understand and explain the strengths and weakness of Weimar Germany during the Golden Years; to explain the significance of Stresemann and von Hindenburg; to evaluate the political and economic situation in Weimar Germany up to the Wall St Crash.</p> <p>Topics covered: The significance of Gustav Stresemann and Paul von Hindenburg; the reasons for the prosperity of this period; the extent of underlying political and social tensions and the economic weaknesses threatening Weimar prosperity, including the depression in agriculture.</p> <p>Suggested activities/resources: Use Stresemann's comment of 'dancing on a volcano' as a theme for the week's tasks -challenge students to come up with their own epithet for the period; Source carousel -create a carousel of sources placed around the classroom for students to collect information about the situation during the Golden Years – place the sources on large pieces of paper – each student can then write a comment on each piece of paper as they move around the room – collect in paper and discuss comments with the class – individual students then fill in a chart or write a commentary on the extent to which the period was 'golden'; investigate the lives of Stresemann and Hindenburg – students could work in pairs – carry out research on one individual and share information.</p> <p>Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000)Part 1.2 ; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.5; Lee S J, <i>The Weimar Republic</i> (Routledge, 2009)</p> <p>Practice essay (causation): set a question that focuses on the reasons why the Weimar Republic was able to survive 1919-23 – use the generic mark scheme to level students' work – feedback using a student friendly version of the mark scheme to help them understand the level awarded.</p> <p>Teaching points to note: Exam questions may focus specifically on individuals or groups named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named individuals in the specification (and selected others) would be useful for revision.</p> <p>This week provides a good opportunity to introduce students to the concept of significance and some of the methods used by historians to establish the extent of significance.</p> <p>Practice essay – Unit 1 includes an element of Historical Interpretations (AO3) – this does not involve the use of documentary extracts but requires students to consider the essay questions as a contribution to wider debates and discussions about the nature of historical explanation. Students are not addressing the historiography but discussing / debating the question asked from their own point of view in relation to the content studied and discussed during the teaching of the course (see Assessment Guidance above).</p>		

Week 4	The democratic experiment 1918-29	Weimar culture and social change
<p>Aim: To investigate the social and cultural developments in Weimar Germany to 1929, and their impact on ordinary Germans; to understand the political reactions to Weimar culture.</p> <p>Topics covered: The significant social developments, including those affecting women and education; the significance of expressionism in art and the innovative achievements in film and theatre; the significance of the Bauhaus.</p> <p>Suggested activities/resources: Source work – find examples from various areas of art and culture – annotate and discuss modern reactions/reactions at the time; show suitable clips from the feature film Cabaret (1972); investigate the role of women in German society in the 1920s – produce an in-depth newspaper commentary (could use this an opportunity to discuss the changing role of women across the world in the 1920s).</p> <p>Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 1.2; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.5; Lee S J, <i>The Weimar Republic</i> (Routledge, 2009) Ch.8.</p> <p>Teaching points to note: Students should be aware that although new ideas were spreading and cultural experimentation was taking place, most Germans still had a conservative attitude towards society and culture; a conservatism which was influenced both by the Catholic religion in the south/east and Protestant churches in the north.</p>		

Week 5 – centres may wish to combine this with Weeks 1-2.	The rise of the Nazis, 1919-33	The origins of the NSDAP to 1923
<p>Aim: To chart the growth and explain the reasons for the rise of the NSDAP; to understand the ideology and appeal of the 25-point programme; to establish the significance of Ernst Rohm and the SA; to chart and explain the rise of Hitler within the NSDAP and to establish the significance of the Munich Putsch in both the long and short-term.</p> <p>Topics covered: Reasons for the origins and growth to 1921, including the 25-point programme; the role and ideas of Adolf Hitler; the significance of Ernst Rohm and the foundation of the SA; the significance of the Munich Putsch.</p> <p>Suggested activities/resources: Produce a dossier of intelligence information for the German authorities in 1923 commenting on the origins of the NSDAP, leadership and evaluating its level of threat; in-depth study of the 25 point programme – analysing its appeal, key features of nationalism and socialism, the nature of Germany under NSDAP control; investigate the Munich Putsch – discuss short term failure and longer term significance for NSDAP development.</p> <p>Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 1.3; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.6; McDonough F, <i>Hitler and the Rise of the Nazi Party</i> (Seminar Studies in History, Routledge, 2015) Ch. 3&4.</p> <p>Teaching points to note: Although this unit does not assess the use of primary sources, this would be a good opportunity to introduce students to the variety of contemporary material available to the historian studying this period.</p> <p>This week provides a good opportunity to introduce students to concepts relating to turning-points or decisive events.</p>		

<p>Week 6 – centres may wish to combine this with Weeks 3-4.</p>	<p>The rise of the Nazis, 1919-33</p>	<p>Failure and survival 1924-28</p>
<p>Aim: To chart the re-emergence of the NSDAP 1924-28; to understand and explain the methods used to develop a legal strategy, including party organisation and the 1928 Reichstag elections; to understand the roles of the early NSDAP leadership; to understand the significance of the Bamberg Conference.</p> <p>Topics covered: The significance of Hitler’s trial and imprisonment and the writing of Mein Kampf; the significance of the conference in Bamberg in 1926 and the roles of Gregor Strasser and Joseph Goebbels; the development of national party organisation, including the SA, and the Reichstag election of 1928.</p> <p>Suggested activities/resources: Begin a detailed timeline of events in Germany and the rise of the NSDAP 1924-34; start a line graph 1928-1933 showing NSDAP electoral results in comparison with other political parties; add to the intelligence dossier (see Week 5) with pen portraits of the NSDAP leadership, a diagram of the NSDAP party organisational structure and an evaluation of the strategy of ‘legal’ revolution; discuss the significance of Hitler’s trial and the publicity which it brought – compare with other cases of trials publicising ideas/causes e.g. Rivonia Trial 1962-3, Martin Luther (1521).</p> <p>Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 1.3; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.6; McDonough F, <i>Hitler and the Rise of the Nazi Party</i> (Seminar Studies in History, Routledge, 2015) Ch. 5&6</p> <p>Teaching points to note: This week provides a good opportunity to build on the concept of causation with a study of conditional causes (short-term). Students should be aware of the political, social and economic environment in which Nazism flourished and that despite the NSDAP being small many people were attracted to the underlying principles of Nazism. Students should also be aware of the continuing support for the left and the extent of support for the Communists.</p>		

Week 7	The rise of the Nazis, 1919-33	Nazi breakthrough and Weimar collapse 1929-32
<p>Aim: To understand and explain the Nazi breakthrough in the years 1929-32; to establish the reasons for the collapse of the Weimar republic; to understand the impact of economic developments in Germany; to chart the success of the NSDAP in elections 1930-32 and identify and explain the methods used to gain support.</p> <p>Topics covered: The significance of economic developments, including the withdrawal of US funds, growing unemployment and resulting social dislocation; the importance of the campaign against the Young Plan 1929 and the growing party membership, including the role of propaganda and intimidation; the reasons for, and impact of, Nazi success in elections 1930-32, including the significance of growing support for the Communists.</p> <p>Suggested activities/resources: Investigate the impact of the Wall St Crash on the Germany economy – write a magazine article or a script for a documentary analysing the political, social and economic consequences (this could include a brief summary of the effects in other parts of the world); use the SHP book below to look in-depth at Nazi support and the elections 1929-32; show <i>Tomorrow Belongs to Me</i> clip from <i>Cabaret</i> (1972) as a basis for discussion of Nazi support.</p> <p>Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 1.3; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.7; McDonough F, <i>Hitler and the Rise of the Nazi Party</i> (<i>Seminar Studies in History</i>, Routledge, 2015) Ch.6</p> <p>Teaching points to note: This week provides a good opportunity to build on the concept of causation with a study of conditional causes (short-term). Students should ensure that they are aware the specific vocabulary required nationalism, socialism, fascism, communism, Depression, totalitarian, 'November criminals' etc.</p>		

Week 8	The rise of the Nazis, 1919-33	Coming to power November 1932-March 1933
<p>Aim: To chart the chain of events from November 1932-March 1933; to establish the significance of key individuals and groups in the rise to power of the NSDAP; to understand and explain the reasons for Hitler's appointment as Chancellor; to establish the significance and impact of the Reichstag Fire.</p> <p>Topics covered: The significance of Schleicher, Von Papen, Von Hindenburg and Hugenberg; the reasons for Hitler's appointment as Chancellor in January 1933; the importance of the deals with the army and big business in February; the significance of the Reichstag Fire, the Emergency Decrees and the election of March 1933.</p> <p>Suggested activities/resources: Group work – organise students into groups of four – each to investigate an individual and share the information with the others; source work – use contemporary sources to investigate the mystery surrounding the Reichstag Fire; debate – Reichstag Fire: Nazi conspiracy or chance opportunity?; design a flow chart to show the chain of events from the Reichstag Fire to the Enabling Act; use an extract from counter-factual novel <i>Dominion</i>, by C J Sansom (Pan Macmillan, 2012) – Ch. 13 – gives a fictional summary of life of the character Gunther growing up in Weimar Germany – read and discuss the reasons why young people supported the Nazis.</p> <p>Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 1.3; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch,7; McDonough F, <i>Hitler and the Rise of the Nazi Party</i> (Seminar Studies in History, Routledge, 2015) Ch.7</p> <p>Practice essay (significance): set a practice essay that focuses on an individual event e.g. Reichstag Fire – use the generic mark scheme to level/mark the students work but do not annotate it – ask students to re-read with just the level given and to annotate/explain why the level was awarded – get them to give a mark within the level and compare with the mark actually awarded.</p> <p>Teaching points to note: This week provides a good opportunity to build on the concept of causation with a study of contingent (immediate). This week also provides a good opportunity to consider examination questions that focus on events taking place over a short space of time or in one particular year. There is also an opportunity to build on the concepts of significance with regard to the role of an individual. Students often confuse the chronology of this time and in order to explain and chart the chain of events accurate knowledge of the order in which events happened is vital. Students should also be aware of the extent to which the Nazi rise to power was aided by the backstairs intrigue of the vested interests in Germany at the time.</p>		

Week 9	Nazi Germany, 1933-39	The Nazi dictatorship
<p>Aim: To chart and explain the methods used by Hitler and the NSDAP to establish control over Germany 1933-34; to establish the impact and significance of the Night of the Long Knives; to understand the differing views on the nature of Nazi government 1934-39.</p> <p>Topics covered: The ways in which a dictatorship was established 1933–34, including the Enabling Act, the abolition of other parties and trade unions and control of the federal states; the significance of the Night of the Long Knives and the death of Hindenburg; the nature of Nazi government, 1934–39, including the role of Hitler and his style in conducting government; the significance of the concept of the dual state.</p> <p>Suggested activities/resources: Produce a detailed mini-timeline of the political events in Germany 1933-39; draw up a table showing the different areas of government/political life needed to control a country e.g. civil servants, army, judiciary, trade unions and fill in Nazi actions/methods to establish control – give a rating of 10 for effectiveness – use the table to comment on the extent of Nazi control by 1939; historical interpretations – use extracts of different viewpoints in the debate as to the nature of Hitler’s leadership style – use as basis for debate/discussion; counter-factual exercise – taking Hitler out of the equation – investigate what might have happened without Hitler (there are several counter-factual novels/articles that could be used as basis for discussion e.g. S Fry, <i>Making History</i> (Arrow, 2004)).</p> <p>Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 2.1; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch,9; Collier M, <i>Hitler and The Nazi State</i> (Heinemann, 2005)</p> <p>Teaching points to note: Students do not need to know the historiography of the debate over the nature of the Nazi dictatorship but an understanding of different points of view with regard to the nature of Hitler’s control and the date at which the Nazis could claim total control over Germany, if ever...</p>		

Week 10	Nazi Germany, 1933-39	Repression and control
<p>Aim: To understand and explain the role of repression and control in Nazi Germany including Goebbels and propaganda; censorship; Himmler and the terror apparatus; to establish the extent of opposition, dissent and consent in Nazi Germany 1933-39.</p> <p>Topics covered: The extent of opposition and dissent in Nazi Germany, 1933–39; the importance of Goebbels and his use of propaganda; the significance of Himmler and the terror apparatus, including the camps, the SD and the Gestapo.</p> <p>Suggested activities/resources: Design a diagram/illustration to identify elements of opposition within Germany 1933-39; the nature of opposition in totalitarian regimes – use Martin Niemöller’s verse, <i>First They Came</i>, as a basis for discussion; carousel activity (see above) using Nazi propaganda; use appropriate clips of the propaganda films of Leni Riefenstahl; investigate the role of Himmler and Nazi methods of control – write a section for a textbook outlining the key features.</p> <p>Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 2.1; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.9 & 13; Collier M, <i>Hitler and The Nazi State</i> (Heinemann, 2005)</p> <p>Teaching points to note: Students should be aware of the debate over the nature and extent of opposition to the Nazi state in the years 1933-39 and understand the terms dissent, consent and apathy.</p>		

Week 11	Nazi Germany, 1933-39	Shaping society, the creation of the <i>volks gemeinschaft</i>
<p>Aim: To establish the extent to which the Nazis were able to create a <i>volks gemeinschaft</i> in Germany 1933-39; to investigate the impact and relative success of policies towards women, workers, education and youth, religion and race; to chart the development of racial policies in Germany 1933-39. (Centres may wish to organise discrete lessons that chart the development of Nazi racial policies across the time period from 1933-45.)</p> <p>Topics covered: The impact of welfare and the <i>Kinder, Küche, Kirche</i> policies on women; the importance of Robert Ley and DAF and its subordinate organisations; the significance of education and youth policies; the impact of racial theories and racial policies; the impact of the regime on the churches and religion.</p> <p>Suggested activities/resources: Group work – groups of students investigate different aspects of social policy (except for racial policy) – produce a presentation and share resources with other groups; in-depth investigation into the role of women in Nazi Germany (including the war years) – produce a magazine article/commentary; show episode 1 of the documentary series <i>The World at War</i> (ITV, 1973-4) – this includes eyewitness accounts; create a timeline of events with regard to racial policies – discuss the pattern of change and consider the effect on Jewish people/ethnic/social minorities in Germany – use contemporary accounts including Anne Frank’s diary; case-study – investigate the Berlin Olympics 1936 – use to highlight Nazi beliefs and policies and the reaction of ordinary Germans.</p> <p>Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 2.2; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.10; Collier M, <i>Hitler and The Nazi State</i> (Heinemann, 2005)</p> <p>Teaching points to note: This week provides an opportunity to begin to consider the concept of change over time by charting the changes/continuity in German society during the years 1933-39. It is worth underlining with students that, although the Nazis encouraged married women to stay at home, throughout this period a greater percentage of German women worked than in Britain. It should also be noted that Nazi policies towards minorities were not an anomaly in a wider tolerant world perspective but were often extreme manifestations of widely held socially conservative views – it would be worthwhile to consider the wider response to Nazism in the 1930s.</p>		

Week 12	Nazi Germany, 1933-39	Economic policies; overview of the Nazi State 1933-39.
<p>Aim: To chart and explain the development of Nazi economic policies 1933-39; to establish the impact and success of economic policy by 1939; to establish the significance of Schacht and Goering with regard to the economy; to evaluate the extent to which Germany had been transformed 1933-39 and the relative success of Nazi policies by 1939.</p> <p>Topics covered: The significance of Schacht and Goering; the impact of policies on unemployment, trade and living standards; the impact of Nazi initiatives on agriculture; the significance of rearmament.</p> <p>Suggested activities/resources: Produce a government report in 1939 outlining frankly the successes and failures of Nazi economic policies since 1933; draw up a table of different social/economic groups and record the effects of Nazi economic policy on each group; design an diagram/political cartoon illustrating the 'guns v butter' debate.</p> <p>Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 2.1; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.11; Collier M, <i>Hitler and The Nazi State</i> (Heinemann, 2005)</p> <p>Practice essay (consequence): set a practice question to focus on the impact of Nazi economic policies – concentrate on planning and improving on previous essay - use the generic mark scheme to Level/mark.</p> <p>Teaching points to note: Concepts of change over time can be consolidated this week by charting the successes and failures of the Nazi economic policies – asking the question – what was it like at the beginning?, what was it like at the end?, what changed?, what stayed the same? and why?</p>		

Week 13	Germany at war, 1939-45	Brief overview of the war years; managing the war economy
<p>Aim: To gain a brief overview of the key events of the Second World War; to chart the development of economic policy 1939-45 and to understand and explain the reasons for change; to the understand the roles of key individuals in managing the war economy; to evaluate Nazi economy policy 1939-45.</p> <p>Topics covered: The impact of shortages in manpower, raw materials and motor transport; the significance of German technological ingenuity; the roles of Goering, Todt and Speer.</p> <p>Suggested activities/resources: Create a timeline of the second World War and use a world map to identify the theatres of war – annotate/illustrate in Weeks 13-16; create a table identifying key features of the German economy and record the economic situation in 1939, 1941, 1943 and 1945 – use this to write a commentary of change over time; create factfiles on the contributions of Goering, Todt and Speer to the war effort; investigate the ways in which Germany attempted to overcome wartime economic problems – produce a section for a textbook explaining the methods used.</p> <p>Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part3 ; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.12 &13 ; Evans R J, <i>The Third Reich at War: How the Nazis Led Germany from Conquest to Disaster</i> (Penguin, 2009).</p> <p>Teaching points to note: It is important to establish a sense of the chronology of the war years and the pattern of Germany's wartime successes and failures.</p>		

Week 14	Germany at war, 1939-45	Controlling the civilian population
<p>Aim: To understand and explain the impact of the war years on the civilian population of Germany; to establish the impact of Allied bombing; to establish the significance of Goebbels and Himmler; to investigate the nature and extent of opposition in Germany to the Nazi regime 1939-45.</p> <p>Topics covered: The impact of living standards and bombing; the significance of Goebbels in maintaining morale and of Himmler in repressing dissent; the nature and extent of opposition.</p> <p>Suggested activities/resources: Design a diagram to highlight the impact of Allied bombing on the German civilian population; carousel of sources (see above) – focus on life in Germany for ordinary civilians; show episode 12 Whirlwind: Bombing German of The World at War, documentary series (ITV, 1973-4). Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 2.1 & 3; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.13; Evans R J, <i>The Third Reich at War: How the Nazis Led Germany from Conquest to Disaster</i> (Penguin, 2009).</p> <p>Teaching points to note: Students should be aware of the debate over the nature, strength and extent of German opposition to the Nazi government during the war; a feature film based on a true story that deals with the nature of the German ‘memory’ of the Nazi period is <i>The Nasty Girl</i> (1990).</p>		
Week 15	Germany at war, 1939-45	The evolution of genocide
<p>Aim: To chart, understand and explain the relationship between the Second World War and the development of Nazi racial policy.</p> <p>Topics covered: The role of Himmler in the Holocaust and his organisations; the impact of the conquest of Poland, the Baltic States and western Russia; the significance of the idea of the war as a racial war.</p> <p>Suggested activities/resources: Use lesson resources from the Holocaust Educational Trust and the Imperial War Museum (London); discuss the use of vocabulary and the need for thought in explaining/commenting/analysing the experiences of people in history; show episode 20 Genocide of The World at War documentary series (ITV, 1973-74)/or Conspiracy (BBC/HBO, 2001) – a docu-drama showing the events of the Wannsee Conference 1942. Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 2.1 & 3; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.13; Farmer A, <i>Anti-Semitism and the Holocaust</i> (Hodder, 2nd ed 2009).</p> <p>Teaching points to note: It is important that teacher’s prepare for lessons concerning the Holocaust (and the treatment of other minorities) and consider the impact on students. This is a topic for assessment and teachers should consider discussing the use and deployment of vocabulary when addressing these issues in an essay answer.</p>		

Week 16	Germany at war, 1939-45	Losing the war
<p>Aim: To understand and explain the long term and short term reasons for the Nazi defeat in the Second World War.</p> <p>Topics covered: The significance of the balance of resources; the impact of sea power; the impact of bombing on the Third Reich; the significance of strategic mistakes by Hitler and his high command.</p> <p>Suggested activities/resources: Causation exercise leading to a debate – identify reasons for the defeat of Germany and create a card sort with a ranking exercise – use the discussions as a basis for a formal debate: This House believes that mistakes by Hitler were responsible for the defeat of Germany 1939-45.; show episodes 16 Inside the Reich and 25 <i>Reckoning of The World at War</i> documentary series (ITV 1973-4) and/or the feature film <i>Downfall</i> (2004) depicting Hitler's last days; create a visual diagram to summarise the rise and fall of the Nazi Party from 1924-45.</p> <p>Hinton C & Hite J, <i>Weimar and Nazi Germany</i> (SHP Advanced History Core Texts, Hodder, 2000) Part 3&4; Kitson A, <i>Germany 18581-1990: Hope, Terror and Revival</i> (Oxford Advanced History, OUP, 2001) Ch.13 & 14; Evans R J, <i>The Third Reich at War: How the Nazis Led Germany from Conquest to Disaster</i> (Penguin, 2009).</p> <p>Practice essay (change over time; similarity/difference) – set A question to focus on change or similarity/difference over a longer period of time – this will allow reflection of the unit in the build-up to the period of revision – level/mark using the generic mark scheme.</p> <p>Teaching points to note: This week allows for consideration of the role of the individual, inevitability, underlying forces, and chance in causation.</p>		
Week 17 & 18	Revision	
<p>The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Topics covered: Week 17 - either Weeks 1-7 content or focus on questions relating to shorter time periods Week 18 - either Weeks 8-16 content or focus on question relation to longer time periods</p> <p>Suggested activities/resources: Short answer quizzes; timed essays; interrogation of model answers; visual charts and graphs illustrating change over time etc.</p> <p>Teaching points to note: Teachers/tutors should encourage students to check content knowledge during these weeks (use of a RAG chart might be useful) and teacher/tutors should ensure that students are developing the required skills for the assessment tasks (see assessment guidance above).</p>		

Option 1D: Britain, 1964-90

[Note: This option has a topic 4 defined thematically. Opportunities have been indicated to incorporate aspects of social and cultural change within coverage of topics 1-3. If this is done, centres may wish to adjust the timings for topics 1-3 and topic 4 accordingly]

Content		
Week 1	Labour in power 1964-70	Introduction to Britain 1964-90; The leadership of Harold Wilson
<p>Aim: To gain an overview of events in Britain 1964-90; to consider the political situation in Britain in 1964; to chart the main political and economic events in Britain 1964-70; to understand and explain the reasons for Harold Wilson's electoral victories; to investigate Wilson's leadership style;</p> <p>Topics covered: Overview of Britain 1964-90; reasons for Harold Wilson's electoral victories in 1964 and 1966; his skills in managing his cabinet colleagues; relations with the media.</p> <p>Suggested activities/resources: Begin to create an annotated/illustrated timeline (either individual or for the classroom) of events across the unit time period 1964-90 and/or an annotated/illustrated map of Britain – each can be added to as coverage of the content progresses; use contemporary political cartoons and pictures of Britain to help explain the political, social and economic situation in Britain – students can create their own cartoon to show understanding; investigate Harold Wilson – produce an in-depth magazine article profiling the new Prime Minister of Britain and his leadership style; causation exercise – students evaluate the reasons for victory in the 1964 and 66 elections using a sorting exercise – giving each problem a weight or putting into rank order – find connection between the problems to establish inter-relationships.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010) Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3 ; Murphy D & Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Teaching points to note: Establishing an overview of events through an introductory timeline allows students to begin to determine patterns of change and continuity and gain a view of the whole time period being studied. It will also be important to provide students with or for students to have access to a map of Britain to establish the political geography of events. It is important for students to gain an understanding that the situation in 1964 was shaped by the post-war experiences in Britain particularly the impact of austerity policies, the creation of the welfare state and 'cradle-to-grave' policies, and decline as a world power. However, they should also be aware of the growing optimism at the onset of the 1960s and the enthusiasm for the first set of political leaders born in the 20th century. Unit 1 questions will target second order concepts such as cause, consequence, change, continuity, similarity and difference, and significance. It would be good practice to discuss different ways of approaching these concepts and analyzing events using these concepts throughout the period of the course of study.</p>		

Week 2	Labour in power 1964-70	The economy under Labour
<p>Aim: To consider the economic situation in Britain in 1964; to understand and explain the economic policies of Labour in power 1964-70; to establish the role of key individuals including George Brown, Barbara Castle, Roy Jenkins; to evaluate the success of Labour economic policies by 1970.</p> <p>Topics covered: The roles and significance of George Brown and the DEA; the problems of sterling and devaluation; the significance of Barbara Castle and 'In Place of Strife'; the significance of Roy Jenkins at the Exchequer.</p> <p>Suggested activities/resources: Create a diagram/visual chart to explain the economic situation in Britain 1964-70; group activity – divide students into three groups – each to investigate the role and significance of George Brown, Barbara Castle and Roy Jenkins – share findings with other members of the groups; create a table of key aspects of the economy in the 1970s – in one column record the situation in 1964 and in another that in 1970 – write a commentary on the continuity and change across the time period; investigate the document 'In Place of Strife' – write an explanation of the main ideas for a section in a text book.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3 ; Murphy D & Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Teaching points to note: Although, examination questions will not be set on the period before 1964 students should be aware of the historic context of the Labour Party and its relationship with the trade unions.</p> <p>It is important for students to be able to define, understand and deploy vocabulary specific to the topic being studied. It would be useful to provide an initial list of terms and encourage students to add to this and share with other students when they come upon further unfamiliar terms/phrases.</p> <p>Exam questions may focus specifically on events named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named events (and selected others) would be useful for revision.</p>		

Week 3	Labour in power 1964-70	The birth of the permissive society
<p>Aim: To consider the nature of British society in 1964; to understand and explain the social policies of Labour in power 1964-70; to establish the significance of Roy Jenkins as Home Secretary; to evaluate the extent to which Britain had become a more permissive society by 1979.</p> <p>Topics covered: Pressures for change; Roy Jenkins as Home Secretary and the significance of changes to the law on censorship, homosexuality, divorce and abortion.</p> <p>Suggested activities/resources: Discussion – research and discuss the pressures for change in society in 1960s Britain and in the wider world; write a factfile or profile of Roy Jenkins as Home Secretary; source carousel - create a carousel of sources placed around the classroom for students to collect information about the changes in the law – place the sources on large pieces of paper – each student can then write a comment on each piece of paper as they move around the room – collect in paper and discuss comments with the class – individual students then fill in a chart or write a commentary on the changes with regard to censorship, homosexuality, divorce and abortion; case study 1968 – research events in 1968 in Britain and the wider world connected to political change and counter-culture – produce a presentation.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Clayton S, <i>Mass Media, Popular Culture and Social Change in Britain Since 1945</i> (Pearson, 2010) Ch.4; Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3 ; Murphy D & Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Practice essay (causation): set a question that focuses on the reasons for electoral victory in 1966 – use the generic mark scheme to level student work – feedback using a student friendly version of the mark scheme to help them understand the level awarded.</p> <p>Teaching points to note: Students should be aware of both the conservative nature of much of society throughout the 1960s and the reputation of Britain (particularly London) as the centre of the ‘Swinging Sixties’.</p> <p>Exam questions may focus specifically on individuals or groups named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named individuals in the specification (and selected others) would be useful for revision.</p> <p>This week provides a good opportunity to introduce students to the concept of significance and some of the methods used by historians to establish the extent of significance.</p> <p>Practice essay – Unit 1 includes an element of Historical Interpretations (AO3) – this does not involve the use of documentary extracts but requires students to consider the essay questions as a contribution to wider debates and discussions about the nature of historical explanation. Students are not addressing the historiography but discussing /debating the question asked from their own point of view in relation to the content studied and discussed during the teaching of the course (see assessment guidance above).</p>		

Week 4	Labour in power 1964-70	Britain and the world; evaluation of the 1960s including cultural change
<p>Aim:</p> <p>To understand and explain the position of Britain in international relations in the 1960s and the significance of key foreign policy aims and objectives under Labour; to understand and explain the reasons for the 1970 electoral defeat.</p> <p>To evaluate the extent of change and continuity in Britain in the 1960s; to gain an overview of cultural trends in the 1960s; to establish the extent to which Britain in the 1960s could be describe as ‘Swinging.’?</p> <p>Topics covered:</p> <p>The significance of the retreat from East of Suez and defence cuts and the bid to join Europe; ; reasons for electoral defeat in 1970; evaluation of the 1960s – to what extent did Britain live up to the reputation of the ‘Swinging Sixties’?</p> <p>Suggested activities/resources:</p> <p>Produce an annotated map of the world indicating areas/spheres of influence and the extent of decolonisation before 1964 and 1964-70; causation exercise – students evaluate the reasons for the Labour defeat in the 1970 election using a sorting exercise – giving each problem a weight or putting into rank order – find connection between the problems to establish inter-relationships.</p> <p>Research cultural trends in the 1960s through music, fashion, film and TV, literature and drama, art, interior design – watch clips from the time -create wall posters/photo montage – verbally explain selection of images; debate: This House believes that the image of the ‘Swinging Sixties’ in Britain was more myth than reality.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Clayton S, <i>Mass Media, Popular Culture and Social Change in Britain Since 1945</i> (Pearson, 2010) Ch. 3; Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3; Murphy D & Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008); Sandbrook, D, <i>White Heat: A History of Britain in the Swinging Sixties 1964-70</i> (Abacus, 2009).</p> <p>Teaching points to note:</p> <p>The unit specifies particular aspects of social change for in-depth study but students should be aware of broader social trends of the time including attitudes to class, race and religion. This week would be a good opportunity to consider the effect of decolonisation on Britain and the impact of New Commonwealth immigration.</p> <p>It is recommended that a brief overview of cultural trends for the relevant decade is addressed in Weeks 4, 8 and 12 in order that students fully appreciate the nature of change being addressed in Section 4 (Weeks 13-16). Although this unit does not assess the use of primary sources this would be a good opportunity to introduce students to the variety of contemporary material available to the historian studying this period.</p> <p>Various examples of different styles of debate for the classroom use can be researched on-line.</p>		

Week 5	States of emergency, 1970-79	Political parties, their leaders and elections
<p>Aim: To gain an overview of key political events, and to understand and explain the pattern of events in politics 1970-79 ; to establish the role and significance of the key party leaders of the 1970s; to understand and explain the results of the 1974 election; to understand the reasons for, and significance of the Lib-Lab Pact.</p> <p>Topics covered: The roles and significance of the party leaders, Heath, Wilson and Callaghan; the reasons for the election results of 1974; the significance of the Lib-Lab Pact.</p> <p>Suggested activities/resources: Create a diagram to show the political fortunes of the Conservative and Labour governments 1970-79; create a graph to show the popularity of the main political parties 1970-79 – write a commentary analysing the patterns of change; write profiles/factfiles of Heath and Callaghan as Prime Minister and add to the previous information on Wilson; investigate the reasons for, and nature of the Lib-Lab Pact – write a magazine article or short piece for a news programme explaining and analysing the Pact.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3 ; Murphy D & Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Teaching points to note: Students should be aware of the nature of support for the different political parties – social/economic groups etc.</p> <p>Students should ensure that they are aware of the specific vocabulary required to analyse events e.g. consensus, referendum, pact, militant, devaluation, sterling, ‘White Heat’.</p>		
Week 6	States of emergency, 1970-79	The British economy: the problems of inflation and industrial relations
<p>Aim: To gain an overview of the key economic events, and to understand and explain the link to political events 1970-79; to chart and explain the deterioration in industrial relations 1970-79; to understand and explain the significance of the miners within the industrial workforce; to understand the impact of strikes; to explain the reasons for, and impact of, the Winter of Discontent 1979.</p> <p>Topics covered: The origins and impact of the Industrial Relations Act 1971; the significance of the miners; strikes of 1972 and 1974; the role of the Social Contract; the origin and impact of the Winter of Discontent 1979.</p> <p>Suggested activities/resources: Create a diagram charting the economic and industrial problems in the 1970s; source exercise – find and annotate political cartoons from the period -students can design their own cartoon reflecting a particular event; source carousel - create a carousel of sources placed around the classroom for students to collect information about the Winter of Discontent – place the sources on large pieces of paper – each student can then write a comment on each piece of paper as they move around the room – collect in paper and discuss comments with the class – individual students then fill in a chart or write a commentary on the Winter of Discontent; show news clips and film/TV clips portraying trade union activity.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3; Murphy D & Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Teaching points to note: This week provides a good opportunity to introduce students to concepts relating to turning-points or decisive events.</p>		

Week 7	States of emergency, 1970-79	Britain and the world in the 1970s
<p>Aim: To chart developments in British foreign policy 1970-79 and to understand and explain Britain's relationship with the wider world; to establish the significance of Britain's entry into Europe; to understand the impact of Britain's domestic problems on its image and position as a world power.</p> <p>Topics covered: The significance of Heath's successful bid to join the European Economic Community (EEC); the origins and outcome of the 1975 referendum; the impact of the sterling crisis of 1976 and resort to the IMF; the extent of the belief in Britain as a country in terminal decline.</p> <p>Suggested activities/resources: Produce an annotated map of the world indicating areas/spheres of influence 1970-79; research activity – investigate the European Economic Community and produce an information booklet for British voters in the referendum explaining its background and workings, include a pros and cons section; photographic exhibition (this can be done for any of the periods of time/themes in the unit) – each student chooses 5-10 images from the 1970s to be presented and explained – whole class discussion about the choice made and then create a photo gallery of the top 10 images.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3 ; Murphy D & Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Practice essay (significance): set a practice essay that focuses on an individual event e.g. Winter of Discontent – use the generic mark scheme to level/mark the students work but do not annotate it – ask students to re-read with just the level given and to annotate/explain why the level was awarded – get them to give a mark within the level and compare with mark actually awarded.</p> <p>Teaching points to note: Students should have an awareness of the background to the creation of the EEC and why Britain did not join until 1973.</p> <p>This week provides a good opportunity to build on the concept of significance established earlier and to consider concepts of consequence through analyzing the impact of a specific event – such as the sterling crisis of 1976 or entry into Europe.</p>		

Week 8	States of emergency, 1970-79	The crisis in Northern Ireland; evaluation of the 1970s including cultural changes.
<p>Aim: To provide a brief background the history of the crisis in Northern Ireland; to explain and understand the origins and nature of the crisis in Northern Ireland in the 1970s; to investigate attempts to find a solution and the impact on mainland Britain. To evaluate the extent of change and continuity in Britain in the 1970s; to gain an overview of cultural trends in the 1970s; to investigate the negative interpretations of life in Britain in the 1970s.</p> <p>Topics covered: The origins of the crisis in Northern Ireland and the difficulties in finding a solution; the impact on mainland Britain; evaluation of the 1970s – ‘were the 1970s really that bad?’</p> <p>Suggested activities/resources: Create an annotated map of Northern Ireland with explanations of events; show news clips from the time of the Republican terror campaign on the mainland leading to a discussion of terrorism as a political weapon (more recent acts of terrorism/ definitions and attitudes towards terrorism could also be included); show the docu-drama <i>Bloody Sunday</i> (2002). Research cultural trends in the 1970s through music, fashion, film and TV, literature and drama, art, interior design – watch clips from the time - create wall posters/photo montage – verbally explain selection of images; debate: This House believes that the image of ‘Crisis Britain’ in the 1970s has been exaggerated.’</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3; Murphy D & Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008); McKittrick D and McVea D, <i>Making Sense of the Troubles: A History of the Northern Ireland Conflict</i> (Penguin, 2012); Beckett A, <i>When the Lights Went Out: Britain in the Seventies</i> (Faber & Faber, 2010)</p> <p>Teaching points to note: Northern Ireland is a controversial topic in the history of Britain and it is important that students are given a brief overview of the history of the relationship between Ireland and Britain, religious divisions and concepts of nationalism and loyalism. Students should be aware that the use of terrorism as a political weapon is an emotive topic and teacher will need to consider the approach to this topic in the classroom.</p>		

Week 9	'There is no alternative': the Thatcher response, 1979-90	The significance of Margaret Thatcher (1)
<p>Aim: To understand and explain the rise of Margaret Thatcher within the Conservative Party; to investigate Thatcher's political ideas and appeal in 1979; to understand and explain the reasons for Conservative electoral success in 1979; to create a snapshot of Britain at the beginning of the 1980s.</p> <p>Topics covered: Introduction to the 1980s; Thatcher's significance as Conservative Party leader; her political ideas and their appeal; the reasons for her electoral success in 1979.</p> <p>Suggested activities/resources: Students write a five minute summary of the state of Britain in 1979; show clips from <i>The Long Walk to Finchley</i> (BBC, 2008) – discuss the role of Thatcher's background in influencing her political ideology; role play – recreate the election night of 1979 with reactions to exit polls, significant constituency gains and losses etc, pundits to explain the Conservative victory (this could be done for any of the elections covered in this unit); close read and annotate a Thatcher speech. Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.4; Murphy D & Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Teaching points to note: This week would be a good opportunity to focus on the concept of similarity/difference – students could consider the similarities and difference between consensus politics and Thatcher's political ideas.</p>		
Week 10	'There is no alternative': the Thatcher response, 1979-90	The economic and financial policies and relations with the unions
<p>Aim: To chart, understand and explain economic and financial policies 1979-90; the impact of economic policies on the British economy and different groups in British society; to investigate policies affecting trade unions and reasons for, and impact of, the miners' strike 1984-85; to understand the policy of privatisation and its impact; to evaluate the extent to which Thatcher's economic policies were successful by 1990.</p> <p>Topics covered: The economic and financial policies of 1979–90: the impact of cuts in government spending and changes in taxation, including riots, unemployment and economic growth 1984–88; the significance of privatisations. the significance of changes in trade union law; the origins and impact of the conflict with Arthur Scargill and the miners 1984–85.</p> <p>Suggested activities/resources: Chart the economic policies of the Thatcher governments 1979-90; write a beginner's guide to Thatcherism outlining and summarising the key economic ideas 1979-90; case study – investigate the miners' strike 1984-5 – write an article for a magazine or script for a documentary explaining and analysing the events; show clips from the documentary <i>The Miners' Strike and Me</i> (ITV, 2014). Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.4; Murphy D & Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Practice essay (consequence): set a practice question to focus on the impact of the miner's strike on the political, economic and social stability of Britain – concentrate on planning and improving on previous essay - use the generic mark scheme to level/mark.</p> <p>Teaching points to note: This week provides a good opportunity to consider examination questions that focus on events taking place over a short space of time or in one particular year. There is also an opportunity to build on the concepts of significance with regard to the role of an individual</p>		

Week 11	'There is no alternative': the Thatcher response, 1979-90	Thatcher and the wider world
<p>Aim: To understand and explain British foreign policy under Thatcher and the nature of Britain's relationship with the wider world; to investigate the Falklands conflict 1982; to understand and explain the role of Thatcher in the last stage of the Cold War; to understand the impact of Britain's relations with Europe on Thatcher as Prime Minister</p> <p>Topics covered: The significance of the Falklands conflict 1982; Thatcher's relations with Reagan and her role in the last stages of the Cold War; relations with Europe.</p> <p>Suggested activities/resources: Create a guide to the Falklands conflict – outline origins, causes and course of the conflict; show news clips from the Falklands conflict – discuss the significance of the conflict for perceptions of British international strength and prestige; use newspaper articles and headlines from the time to investigate Thatcher's political relationship with Ronald Reagan and her role in Cold War politics; case study – research the role of the Thatcher government in the end of Empire bringing majority rule to Rhodesia/Zimbabwe and negotiations over the return of Hong Kong to China. Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.4 ; Murphy D & Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Teaching points to note: Students should be aware that the territorial issues regarding the Falklands are still a matter of international controversy. An understanding of the fear of nuclear engagement can be seen in the civilian defence material produced by the government in the early 1980s.</p>		
Week 12	'There is no alternative': the Thatcher response, 1979-90	The significance of Thatcher (2); evaluation of the 1980s including cultural change
<p>Aim: To understand and explain the reasons for Thatcher's electoral successes in 1983 and 1987, and for her fall from power in 1990; to evaluate the extent to which Thatcher achieved her aims and objectives.</p> <p>Topics covered: The reasons for her electoral successes in 1983 and 1987; the reasons why she fell from power in 1990; evaluation of the Thatcher years – Thatcher as Prime Minister; cultural overview of the 1980s.</p> <p>Suggested activities/resources: Create a table to enable a comparison of the elections of 1983 and 1987; create a timeline to chart the events leading to Thatcher's resignation; show clips from the docu-drama Margaret (BBC 2009) which charts Thatcher's downfall; historical interpretations exercise – use obituaries/columns/news clips from the time of Margaret Thatcher's death in 2013 to evaluate Thatcher's successes/failures/legacy. Research cultural trends in the 1980s through music, fashion, film and TV, literature and drama, art, interior design – watch clips from the time - create wall posters/photo montage – verbally explain selection of images; debate: 'This House believes that Margaret Thatcher's policies revolutionised the economy and society of Britain.'</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Clayton S, <i>Mass Media, Popular Culture and Social Change in Britain Since 1945</i> (Pearson, 2010) Ch. 6; Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.4 & 5; Murphy D & Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008); Turner A, <i>Rejoice! Rejoice!: Britain in the 1980s</i> (Aurum, 2013)</p> <p>Teaching points to note: It is important for students to understand that the British Prime Minister is the leader of the majority political party/coalition and can change without a general election taking place. Students should be aware of the continued debate in Britain over the success of Thatcher's government and legacy of 'Thatcherism' in the modern political environment.</p>		

Week 13	A changing society, 1964-90	The feminist revolution (nature and extent)
<p>Aim: To understand, explain and evaluate the nature and extent of change in the lives of women in Britain 1964-90.</p> <p>Topics covered: The impact of the pill and the origins and consequences of the sexual revolution; the impact of changes in the law relating to equal pay (1975) and divorce and expanding educational and employment opportunities in the 1970s and 1980s.</p> <p>Suggested activities/resources: Produce an annotated/illustrated timeline of events charting the lives of women in Britain 1964-90; debate/discussion on the extent to which women's lives changed and improved 1964-90; produce a table showing the extent of change for women from different social/racial/economic backgrounds; write an evaluation of Margaret Thatcher's contribution to women's rights/feminism; compare the economic/social/political situation for women in 1964; 1970; 1979; 1990 and the present in Britain.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Clayton S, <i>Mass Media, Popular Culture and Social Change in Britain Since 1945</i> (Pearson, 2010); Murphy D & Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Teaching points to note: Students should be encouraged to consider the significance and impact of the wider international feminist movement during these decades.</p>		
Week 14	A changing society, 1964-90	The transformation of education
<p>Aim: To understand, explain and evaluate the nature and extent of changes in the provision of education in Britain 1964-90.</p> <p>Topics covered: Reasons for and significance of the growth in comprehensive education, including the importance of Anthony Crosland as Education Secretary 1965-67; the significance of the expansion of higher education in the 1960s, including the Open University and participation rates, and changes in higher education during the 1970s and 1980s.</p> <p>Suggested activities/resources: Produce an annotated/illustrated timeline of events charting the changes in education in Britain 1964-90; statistical exercise – find statistics relating to education 1964-90 and convert them in to graphs and tables – write an evaluation of change based on trends and pattern seen; produce a profile/factfile of Antony Crosland; watch film/TV clips portraying British education in the 60s, 70s and 80s and discuss the viewpoints being suggested.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Clayton S, <i>Mass Media, Popular Culture and Social Change in Britain Since 1945</i> (Pearson, 2010); Murphy D & Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Teaching points to note: Students should be given a brief overview of the education system in Britain (including the differences in the constituent parts of the UK) and the key vocabulary e.g. public, private, state etc. Although the class system is not a theme within the Unit, the British attitude towards class was a major underlying influence of the period – this would be a good a week to consider the nature of class in British society and would be good preparation for the study of British satire in Week 16.</p>		

Week 15	A changing society, 1964-90	Crime and punishment
<p>Aim: To understand, explain and evaluate the nature and extent of change in the nature of crime and punishment in Britain 1964-90.</p> <p>Topics covered: Causes and significance of the rising rates of crime; explanations and impacts of the changing Patterns of punishment in the 1960s, including the impact of Roy Jenkins as Home Secretary 1965–67; the continuing debate over crime and punishment in the 1970s and 1980s.</p> <p>Suggested activities/resources: Produce an annotated/illustrated timeline of events charting the changes and trends in crime and punishment in Britain 1964-90; statistical exercise – find statistics relating to crime and prisons 1964-90 and convert them in to graphs and tables – write an evaluation of change based on trends and pattern seen; produce a profile/factfile of Roy Jenkins; watch film/TV clips portraying the British legal system/policing/crime in the 60s, 70s and 80s and discuss the viewpoints being suggested. <i>Stewart G, British Political History 1945-90 (Pearson, 2010); Clayton S, Mass Media, Popular Culture and Social Change in Britain Since 1945 (Pearson, 2010); Murphy D & Walsh-Atkins P, Britain 1945-2007 (Flagship History, Collins 2008)</i></p> <p>Teaching points to note: As some of this material is covered in Week 3, Week 15 might provide an opportunity to look more closely at essay writing.</p>		

Week 16	A changing society, 1964-90	Culture and entertainment in the 1960s, 70s and 80s – an overview; evaluation of a changing society 1964-1990
<p>Aim: To understand, explain and evaluate the nature and extent of change in culture and entertainment in Britain 1964-90; overview of a changing society in Britain 1964-90.</p> <p>Topics covered: The significance of the British popular music scene, including the Beatles and punk; the role of the BBC as entertainment provider and as a liberal influence; the role of satire; the grip of sport; the growing 'permissiveness' in theatre, film and literature and the significance of the backlash against it, including the role of Mary Whitehouse to 1990.</p> <p>Suggested activities/resources: Compare a selection of Top Ten records lists from across the period to evaluate trends and changes in music; find TV listings from across the time and compare and contrast viewing on different channels and the number of channels available; watch/listen to clips of popular entertainment from the time; case study – 1966 World Cup (football) – investigate the impact of holding the World Cup in England and the effects on the perceptions of English people; sport in the UK – use the different ways in which the constituent nations of the UK are represented within different sports to understand the complexities of the political geography of Britain; create a profile/factfile of Mary Whitehouse; group activity – divide students into groups reviewing Britain in the 1960s, 70s and 80s-produce presentations reflecting continuity and change from 1964 – discuss and have a class vote on which was the best decade to live in the Britain.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Clayton S, <i>Mass Media, Popular Culture and Social Change in Britain Since 1945</i> (Pearson, 2010); Murphy D & Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Practice essay (change over time; similarity/difference) – set a question to focus on change or similarity/difference over a longer period of time – this will allow reflection on the unit in the build up to the period of revision – level/mark using the generic mark scheme.</p> <p>Teaching points to note: Students should have an overview of many of the music trends of this period. They should also be aware of the developments in commercial television during this period and the effect of deregulation on television broadcasting. Students should be able to provide examples of plays, films, books, songs etc.</p>		

Week 17 & 18	Revision
<p>The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Topics covered:</p> <p>Week 17 - either Weeks 1-7 content or focus on questions relating to shorter time periods</p> <p>Week 18 - either Weeks 8-16 content or focus on question relation to longer time periods</p> <p>Suggested activities/resources:</p> <p>Short answer quizzes; timed essays; interrogation of model answers; visual charts and graphs illustrating change over time etc.</p> <p>Teaching points to note:</p> <p>Teachers/tutors should encourage students to check content knowledge during these weeks (use of a RAG chart might be useful) and teacher/tutors should ensure that students are developing the required skills for the assessment tasks (see assessment guidance above).</p>	

Unit 2

Option 2A: India, 1857–1948: The Raj to Partition

Content		
Week 1	The British Raj: the government of India, 1857–1948	India in 1857
<p>Aim: To understand the extent and nature of British control of India and key elements of how Indian politics and society was organised.</p> <p>Topics covered: The East India Company, the Indian Civil Service (ICS) and the role of Indian functionaries as junior civil servants and administrators; indirect rule and the princely states; Indian society and religion.</p> <p>Suggested activities/resources: Case study: Living in the British Empire – National Archives website. <i>The Empire of Good Intentions</i>, BBC TV. Charles Allen, <i>Plain Tales From The Raj</i>, Abacus, 2000.</p> <p>Teaching points to note: This part of the course sets the context in which the events take place, so is crucial to later understanding of what is happening.</p>		
Week 2	The British Raj: the government of India, 1857–1948	The changes brought about by the Indian Mutiny
<p>Aim: To understand the legislation that followed from the Indian mutiny in the 19th century</p> <p>Topics covered: The Royal Proclamation and the Government of India Act 1858, the Indian Councils Act 1861 and the Royal Titles Act 1876.</p> <p>Suggested activities/resources: Sources skills to be clearly signposted.</p> <p>Teaching points to note: This is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		

Week 3	The British Raj: the government of India, 1857–1948	Later significant changes
<p>Aim: To understand the changes made by the British in their government of India in the years 1880-1919</p> <p>Topics covered: The reforms associated with Ripon and Ilbert 1880–84; Lord Curzon as Viceroy 1898–1905; the Morley-Minto reforms 1905–10; the Montagu Declaration (1917) and the Government of India Act 1919.</p> <p>Suggested activities/resources: Episode 1 of <i>The Empire in Colour</i>, ITV, contains some footage of this period. Episode 75, <i>This Sceptred Isle</i>, BBC Radio is about Curzon.</p> <p>Teaching points to note: Lord Curzon is a nominated area of specification content which means that his significance can be examined through the use of source questions.</p>		
Week 4	The British Raj: the government of India, 1857–1948	Later significant changes
<p>Aim: To understand the changes made by the British in their government of India in the years 1929-47.</p> <p>Topics covered: The Irwin Declaration 1929 and the Government of India Act 1935; the coming of independence and partition.</p> <p>Suggested activities/resources: Introduce essay style questions through the use of SAMs Question 3; emphasis on the importance of planning essays. There is a range of TV programmes available on the arrival of independence e.g. <i>The Day India Burned</i>, BBC2, <i>Last Days of the Raj</i>, Channel 4, <i>The Empire in Colour</i>, episode 3, ITV.</p> <p>Teaching points to note: In the examination, students will select one essay from a choice of three questions. They should plan their answer carefully before writing.</p>		
Week 5	The economics of empire, 1857–1948	The changing pattern of British trade with India
<p>Aim: To understand the changing pattern of Britain's trade with India across the period.</p> <p>Topics covered: The nature of exports to and imports from India; India as a trading hub within the British Empire; the significance of changing tariffs and the decline and growth of Indian industry.</p> <p>Suggested activities/resources: Case study: Living in the British Empire – National Archives website. Ensure that students examine some statistical data to identify changing patterns of trade – both imports and exports. Tirthankar Roy, <i>Economic History of India, 1857-1947</i>, (OUP India, 2011).</p> <p>Teaching points to note: This material needs to address the entire period of the course and look at changing patterns across time.</p>		

Week 6	The economics of empire, 1857–1948	Investment and development
<p>Aim: To understand the nature of British investment in India.</p> <p>Topics covered: The extent of British investment; the growth of railways and their impact 1857–1914; irrigation and drainage; port facilities and inland waterways.</p> <p>Suggested activities/resources: Case study: Living in the British Empire – National Archives website. <i>The Empire of Good Intentions</i>, BBC TV. Tirthankar Roy, <i>Economic History of India, 1857-1947</i>, (OUP India, 2011).</p> <p>Teaching points to note: The growth of railways and their impact 1857–1914 is a nominated area of specification content which means that it can be examined through the use of source questions. Students will be expected to be aware of key dates; thus, for example, 1914 is the year the First World War broke out and the reference to that in section 2 of the SAM's means they are looking at material before the First World War.</p>		
Week 7	The economics of empire, 1857–1948	Changes in living standards
<p>Aim: To understand the living standards in rural and urban environments.</p> <p>Topics covered: Population growth; famines 1876–78, 1899, 1943; living standards in the village economy; impact of taxation.</p> <p>Suggested activities/resources: Case study: Living in the British Empire – National Archives website; SAMs essay question 2. Tirthankar Roy, <i>Economic History of India, 1857-1947</i>, (OUP India, 2011).</p> <p>Teaching points to note: This is a good opportunity to check that the lessons of how to tackle an essay have been learned. Famines 1876–78, 1899, 1943 is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
Week 8	Resistance to British rule, 1857–1948	The significance of the challenge to British rule in 1857
<p>Aim: To understand the importance of 1857 as a challenge to British rule.</p> <p>Topics covered: The formation of the National Congress in 1885 and its impact in the years to 1914; the significance of the division of Bengal 1905; the impact of the First World War on nationalism.</p> <p>Suggested activities/resources: <i>The Empire of Good Intentions</i>, BBC TV. <i>Indian Voices from the 1857 Rebellion</i> (History Today, May 2007). William Dalrymple, <i>The Last Mughal: The Fall of a Dynasty, Delhi, 1857</i> (Bloomsbury 2006).</p> <p>Teaching points to note: Some centres may decide to insert the first part of Week 13 before Week 8 in order to deal with the events of 1857 before considering their significance in challenging British rule.</p>		

Week 9	Resistance to British rule, 1857–1948	The Growth of nationalism
<p>Aim: To understand the main events in the growth of nationalism in the years to 1920.</p> <p>Topics covered: The formation of the National Congress in 1885 and its impact in the years to 1914; the significance of the division of Bengal 1905; the impact of the First World War on nationalism.</p> <p>Suggested activities/resources: <i>India's Wildest Dream</i>, (History Today June 2014). <i>The Empire of Good Intentions</i>, BBC TV. Case study: Living in the British Empire – National Archives website.</p> <p>Teaching points to note: Reasons for and impact to 1914 of the formation of the National Congress 1885 is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
Week 10	Resistance to British rule, 1857–1948	The Growth of Nationalism
<p>Aim: To understand the role of two key individuals in the growth of nationalism.</p> <p>Topics covered: The relations of Congress and the Muslim League to 1920; the growing significance of Gandhi and Jinnah.</p> <p>Suggested activities/resources: <i>Gandhi, non-violence and Indian independence</i>, History Review, volume 11. Gandhi, film contains some useful scenes that could be used in teaching.</p> <p>Teaching points to note: If you wished, you could go beyond Gandhi and look at the role of other individuals who are relevant in other parts of the course.</p>		
Week 11	The economics of empire, 1857–1948	Resistance to British rule, 1857–1948
<p>Aim: To understand the campaigns against British rule in the inter-war years.</p> <p>Topics covered: Gandhi's aims, beliefs and role; the importance of Nehru and the significance of Jinnah's beliefs and aims; the British response of control and concession.</p> <p>Suggested activities/resources: <i>Gandhi, non-violence and Indian independence</i>, History Review, volume 11. <i>Gandhi</i>, the film contains some useful scenes that could be used in teaching. Pathe news reels e.g. Gandhi at the Second Round Table Conference.</p> <p>Teaching points to note: Gandhi's aims, beliefs and role 1920–47 is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		

Week 12	Resistance to British rule, 1857–1948	The Mutiny and its impact
<p>Aim: To understand the campaigns against British rule 1939-47.</p> <p>Topics covered: The varying reactions to the outbreak of the Second World War, including that of Bose; the failure of the Simla Conference 1945; the impact of Indian elections and the setting up of an interim government under Nehru 1946.</p> <p>Suggested activities/resources: SAMs Qquestion 4. Case study – the end of British Rule in India, National Archives.</p> <p>Teaching points to note: Students should be increasingly confident in the way in which they approach essay writing.</p>		
Week 13	Military power and its limits, 1857–1948	The Mutiny and its impact
<p>Aim: To understand the events of 1857 and its impact.</p> <p>Topics covered: Suppression and punishment; reorganisation of the Indian Army and its subsequent importance to Britain, including its use in Imperial defence and the First World War; loyalty and role of the Indian Army during the Second World War.</p> <p>Suggested activities/resources: <i>The Empire of Good Intentions</i>, BBC TV. <i>Indian Voices from the 1857 Rebellion</i> (History Today, May 2007). William Dalrymple, <i>The Last Mughal: The Fall of a Dynasty, Delhi, 1857</i> (Bloomsbury 2006). Kaushik Roy, <i>The Army in British India: From Colonial Warfare to Total War 1857 - 1947</i> (Bloomsbury 2012).</p> <p>Teaching points to note: Was 1857 a mutiny or a rebellion?</p>		
Week 14	Military power and its limits, 1857–1948	Repression in the later days of the Raj
<p>Aim: To understand the use of the army from 1919-48 with a focus on Amritsar.</p> <p>Topics covered: Reasons for and the impact of the Rowlatt Acts 1919; the use of the army 1919–48, including the significance of General Dyer and the Amritsar Massacre 1919;</p> <p>Suggested activities/resources: Kaushik Roy, <i>The Army in British India: From Colonial Warfare to Total War 1857 - 1947</i> (Bloomsbury 2012). Relevant scenes from <i>Gandhi</i> the film. SAMS Question. 1B</p> <p>Teaching points to note: The use of the army 1919–48, including the significance of General Dyer and the Amritsar Massacre 1919 is a nominated area of specification content which means that it can be examined through the use of source questions. The SAMs question exemplifies the 1b style of question.</p>		

Week 15	Military power and its limits, 1857–1948	Repression in the later days of the Raj
<p>Aim: Students to understand the role of the police and the response to the Quit India campaign.</p> <p>Topics covered: Reliance on the police and avoidance of martial law in responding to later expressions of discontent in the 1920s and 30s; the response to the Quit India Campaign in 1942.</p> <p>Suggested activities/resources: Selected scenes from the film <i>Gandhi</i>.</p> <p>Teaching points to note: Take the opportunity to look at the change and continuity that characterized the use of military power in India in the years to 1942.</p>		
Week 16	Military power and its limits, 1857–1948	Wavell’s appointment as Viceroy (1943) and attempts at political settlement 1945–46
<p>Aim: Students to understand the events surrounding withdrawal, partition and independence 1947–48.</p> <p>Topics covered: Failure of the Cabinet Mission; the fears of disorder and the loss of control; Mountbatten and the reasons for withdrawal, partition and independence 1947–48; the failure to prevent extensive communal violence.</p> <p>Suggested activities/resources: Alex von Tunzelmann, <i>Indian Summer: The Secret History of the End of an Empire</i> (Pocket Books 2008). Stanley Wolpert, <i>Shameful Flight: The Last Years of the British Empire in India</i> (OUP 2009). <i>The Day India Burned</i>, BBC2. <i>Last Days of the Raj</i>, Channel 4. <i>The Empire in Colour</i>, episode 3, ITV. SAMs Question 1a.</p> <p>Teaching points to note: Mountbatten and the reasons for withdrawal, partition and independence 1947–48; the failure to prevent extensive communal violence is a nominated area of specification content which means that it can be examined through the use of source questions. The SAMs question exemplifies the 1a style of question.</p>		

Week 17	Revision
<p>Aim: Weeks 1-7 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Examiners often find that students need to look beyond the face value of sources. Make sure that you examine a range of sources during the revision stage, using the generic level descriptions in the mark schemes as a guide to the skills and understandings student need.</p>	
Week 18	Revision
<p>Aim: Weeks 8-16 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Students often find difficulty in grasping the chronology of events in the period 1939-47 because so much was happening. Use timelines to ensure that your students are clear about this period.</p>	

Option 2B: China, 1900–76

Content		
Week 1	Order and disorder, 1900–76	The downfall of the Qing and resulting chaos 1900–27
<p>Aim: Students to understand the situation at the start of the 20th century.</p> <p>Topics covered: The impact of reformers and revolutionaries; the revolution of 1911–12; the failure of Yuan Shikai; the origins and impact of warlords; the significance of the May 4th Movement; the significance of Sun Yat-sen and the Guomindang in the 1920s.</p> <p>Suggested activities/resources: SAMs Question 2 – an essay style question. R. Mitter, <i>A Bitter Revolution</i> (OUP 2005). <i>People's Century- Age of Hope</i> (BBC/PBS).</p> <p>Teaching points to note: This provides an opportunity to introduce essay writing skills. Note that students can be examined on both an essay and sources from within one theme, but no aspect of this theme is nominated for source evaluation.</p>		
Week 2	Order and disorder, 1900–76	Chiang Kai-shek and the attempt to restore order 1927–49
<p>Aim: Students to understand the role of Chiang Kai-Shek and the challenges posed by the communists.</p> <p>Topics covered: The emergence of Chiang Kai-shek and the break with the Communists; the significance of the Long March; the failure to crush the communists and the emergence of Mao Zedong.</p> <p>Suggested activities/resources: SAMs question 1b – an opportunity to embed the sources skills from the start of the course. <i>The Long March</i> (History Today October 2010). Biographies of Mao include S. Schram (Penguin 1966), P. Short (John Murray 1999) and Jung Chang and J. Halliday (Jonathan Cape 2005).</p> <p>Teaching points to note: The significance of the Long March; the failure to crush the communists and the emergence of Mao Zedong is a nominated area of specification content which means that it can be examined through source content. The SAMs question exemplifies the 1b style of question.</p>		

Week 3	Order and disorder, 1900–76	The outcome of the Civil War, Mao and the new dynasty 1949–76
<p>Aim: Students to understand the establishment of communist control.</p> <p>Topics covered: The civil war and the reasons for its outcome 1946–49; establishing Communist control 1949–57; the origins and consequences of the Hundred Flowers Campaign.</p> <p>Suggested activities/resources: SAMs Question 1a – an opportunity to embed the sources skills from the start of the course. <i>People’s Century- Great Leap</i> (BBC/PBS).</p> <p>Teaching points to note: The civil war and the reasons for its outcome 1946–49 is a nominated area of specification content, completing the nominated area of Week 2 which means that it can be examined through source content. The origins and consequences of the Hundred Flowers Campaign is a nominated area of specification content which means that it can be examined through source content. The SAMs question exemplifies the 1a style of question.</p>		
Week 4	Order and disorder, 1900–76	Mao and the new dynasty 1949–76
<p>Aim: Students to understand the importance of key individuals as opponents and supporters of Mao.</p> <p>Topics covered: The Chairman and his critics and supporters 1962–76; the significance of Peng Dehuai, Liu Shaqui, Zhou En-lai, Deng Xiaoping, Lin Biao and Jiang Qing.</p> <p>Suggested activities/resources: J.A.G. Roberts, <i>A History of China</i> (Palgrave 2011). This week’s lessons focuses on individuals; this could be used as the basis of teaching with groups researching different individuals and presenting their findings.</p> <p>Teaching points to note: Take care when researching individuals; if an older text/resource is being used (generally 1970s or earlier), then a romanised system of spelling is used e.g. Mao Tse-tung whereas the pinyin system is currently in use e.g. Mao Zedong.</p>		

Week 5	The impact of the world on China, 1900–76	Weakness and humiliation 1900–19
<p>Aim: Students to understand China’s relations with the world in the years to 1919.</p> <p>Topics covered: The Boxer Rising, its origins and impact; British power and influence in Shanghai and the Yangtse Valley; the significance of Japan and the 21 Demands 1915 and the Treaty of Versailles.</p> <p>Suggested activities/resources: <i>The Boxer Rebellion</i> (PBS). <i>The Boxer Rebellion</i> (BBC Radio 4 In Our Time).</p> <p>Teaching points to note: The Boxer Rising, its origins and impact is a nominated area of specification content which means that it can be examined through source content.</p>		
Week 6	The impact of the world on China, 1900–76	Japan’s impact 1931–45
<p>Aim: Students to understand China’s relations with Japan in the years 1919–45.</p> <p>Topics covered: The origins and impact on China of the Manchurian crisis 1931–33; the origins and significance of the outbreak of full-scale conflict 1937; the reasons for the initial Japanese success and later stalemate; the role of the USA.</p> <p>Suggested activities/resources: J.K Fairbank, <i>The Cambridge History of China volume 13 part 2</i> (CUP 1986). Scenes from the film <i>Empire of the Sun</i>.</p> <p>Teaching points to note: The origins and impact on China of the Manchurian crisis 1931–33 is a nominated area of specification content which means that it can be examined through source content.</p>		
Week 7	The impact of the world on China, 1900–76	The impact on China of the Cold War
<p>Aim: Students to understand the development of friendship with the Soviet Union in the 1950s.</p> <p>Topics covered: The impact in China of the Korean War; the Soviet alliance and the importance of Soviet economic aid to China.</p> <p>Suggested activities/resources: SAMs question 3 – essay style question. <i>The Cold War – episode 5 Korea</i> (CNN).</p> <p>Teaching points to note: This provides an opportunity to consolidate essay writing skills, looking to correct issues that existed with the first essay.</p>		

Week 8	The impact of the world on China, 1900–76	The impact on China of the Cold War
<p>Aim: Students to understand the changing relationship between China and the Soviet Union and United States.</p> <p>Topics covered: The origins of the Sino-Soviet split and its impact on China, including the beginnings of detente with the West as illustrated by the visits of Western Statesmen to China.</p> <p>Suggested activities/resources: <i>The Cold War – episodes 15 China and 16 Detente</i> (CNN). <i>Nixon’s China Game</i> (PBS). Steve Phillips, <i>A World Divided: Superpower Relations 1944-90</i> (Edexcel, 2009). R. MacFarquhar and J.K Fairbank, <i>The Cambridge History of China volume 14 part 1</i> (CUP 1987).</p> <p>Teaching points to note: Make sure that students keep their focus on China; it would be very easy with this unit to become more involved with the Soviet Union or the United States.</p>		
Week 9	Economic changes, 1900–76	Growth and development 1900–27
<p>Aim: Students to understand the development of China in the years to 1927.</p> <p>Topics covered: The significance of improving communications – railways, telegraphy and river traffic; the growth of a native textile industry and the development of Shanghai as an industrial centre.</p> <p>Suggested activities/resources: J.K Fairbank, <i>The Cambridge History of China volume 12 part 1</i> (CUP 1983).</p> <p>Teaching points to note: The significance of improving communications – railways, telegraphy and river traffic is a nominated area of specification content which means that it can be examined through source content.</p>		

Week 10	Economic changes, 1900–76	Economic performance 1927–49
<p>Aim: Students to understand the economic development of China in the years 1927–49.</p> <p>Topics covered: The growth of industry in Japanese controlled Manchuria; the work of TV Soong and the China Development Finance Corporation; the negative impacts of war and civil strife.</p> <p>Suggested activities/resources: T.J.K Fairbank and A. Feuerwerker, <i>The Cambridge History of China volume 13 part 2</i> (CUP 1986).</p> <p>Teaching points to note: Students should think carefully about the overall position of the economy, both urban and rural, in 1949, just as the CCP was poised to take power. This will make it easier for them to make comparisons between the situation before and after the CCP took power.</p>		
Week 11	Economic changes, 1900–76	Forcing the pace 1949–76
<p>Aim: Students to understand the development of agriculture under Mao.</p> <p>Topics covered: Collectivisation and the Five Year Plans in the 1950s.</p> <p>Suggested activities/resources: <i>People’s Century- Great Leap</i> (BBC/PBS). <i>The Cold War</i> – episode 15 China (CNN).</p> <p>Teaching points to note: Make sure that students are aware of the change from voluntary to forced collectivization.</p>		
Week 12	Economic changes, 1900–76	Forcing the pace 1949–76
<p>Aim: Students to understand the key elements of the Great Leap Forward and the recovery from 1962.</p> <p>Topics covered: The Great Leap Forward and its consequences; recovery and chaos 1962–76.</p> <p>Suggested activities/resources: SAMs Question 4 – an essay style question. <i>People’s Century- Great Leap</i> (BBC/PBS). <i>The Cold War</i> – episode 15 China (CNN). Jung Chang, <i>Wild Swans</i> (Harper Collins 1991).</p> <p>Teaching points to note: The Great Leap Forward and its consequences; recovery and chaos 1962–76 is a nominated area of specification content which means that it can be examined through source content. There is also an opportunity for students to consolidate their essay skills.</p>		

Week 13	Social and cultural changes, 1900–76	The changing status of women
<p>Aim: Students to understand the position of women in China across the period.</p> <p>Topics covered: The impact of Western ideas and education in the early twentieth century – growing resistance to foot binding and arranged marriages; the promotion of change by the new Communist regime 1949–66, including the Marriage Law of 1950; the pattern of change and the differences between urban and rural lifestyles 1950–76.</p> <p>Suggested activities/resources: Jung Chang, <i>Wild Swans</i> (Harper Collins 1991).</p> <p>Teaching points to note: The promotion of change by the new Communist regime 1949–66, including the Marriage Law of 1950 is a nominated area of specification content which means that it can be examined through source content, Students should think carefully about the extent of change and continuity in the position of women across the period.</p>		
Week 14	Social and cultural changes, 1900–76	The changing pattern of education and health provision
<p>Aim: Students to understand education and health in China across the period.</p> <p>Topics covered: The impact of missionaries and the spread of Western medicine and educational ideas in the early 20th century; the growth of literacy particularly after 1949; the impact of barefoot doctors and the successes and failures of healthcare reform under the Communist regime.</p> <p>Suggested activities/resources: R. MacFarquhar and J.K Fairbank, <i>The Cambridge History of China volume 14 part 1</i> (CUP 1987). Robert Whitfield, <i>The Impact of Chairman Mao: China 1949–76</i> (Nelson Thornes 2008). <i>The Inn of the Sixth Happiness</i>, a not entirely accurate film about Gladys Aylward.</p> <p>Teaching points to note: There are a number of personal accounts about this element of the course. It is another good opportunity for setting your students group research tasks.</p>		

Week 15	Social and cultural changes, 1900–76	The pattern of cultural and religious change
<p>Aim: Students to understand attitudes to culture, religion and ideology in China across the period.</p> <p>Topics covered: The significance of the spread of Christianity and Marxism in the first half of the 20th century; the rejection by the May the 4th generation of Confucian thought; the influence of American culture in the 1930s and 40s; the attacks of the Communist regime on all religions.</p> <p>Suggested activities/resources: Robert Whitfield, <i>The Impact of Chairman Mao: China 1949–76</i> (Nelson Thornes 2008).</p> <p>Teaching points to note: Students are likely to see the various strands of social and cultural changes in isolation. Try to help them to make links as well.</p>		
Week 16	Social and cultural changes, 1900–76	The pattern of cultural and religious change
<p>Aim: Students to understand the Cultural Revolution.</p> <p>Topics covered: The Cultural Revolution 1966–76 and its significance.</p> <p>Suggested activities/resources: <i>People’s Century - Great Leap</i> (BBC/PBS). <i>The Cold War – episode 15 China</i> (CNN).</p> <p>Teaching points to note: The Cultural Revolution 1966–76 and its significance is a nominated area of specification content which means that it can be examined through source content.</p>		

Week 17	Revision
<p>Aim: Weeks 1-8 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Examiners often find that students need to look beyond the face value of sources in the sources questions. Make sure they get plenty of practice at looking at sources using the generic level descriptions in the markscheme as a guide to the skills and understanding student need.</p>	
Week 18	Revision
<p>Aim: Weeks 9-16 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Students often find it helpful as part of their revision activities to create timelines across the key themes. Make sure that students can see the links between the themes.</p>	

Unit 2C: Russia, 1917–91: From Lenin to Yeltsin

Content		
Week 1	Communist government in the USSR, 1917–91	Establishing Communist Party control 1917–24
<p>Aim: Students to understand the establishment of communist control in Russia.</p> <p>Topics covered: The creation of a one-party state and the party congress of 1921; the nature of government under Lenin; the growing centralisation of power.</p> <p>Suggested activities/resources: Michael Lynch, <i>Reaction and Revolution 1894–1924</i> (Hodder, 2005).</p> <p>Teaching points to note: The nature of this control is important for students to understand from the outset in order to be able to measure later change and continuity. It is not a requirement for students to study the events of the Russian revolution on this course. The nature of government under Lenin is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
Week 2	Communist government in the USSR, 1917–91	Stalin in power 1928–53
<p>Aim: Students to understand Stalin’s approach to maintaining power.</p> <p>Topics covered: The elimination of opponents in government and party; the purges of the 1930s; Stalin’s power over party and state.</p> <p>Suggested activities/resources: SAMs Question 2. b. Gregory and K. Killin, <i>Stalin’s Russia 1924-53</i> (Collins, 2012).</p> <p>Teaching points to note: Note that the SAMs Question 2 does require some material from later in the course, but students could offer a plan for what they could use from the first two weeks in order to start to develop their essay skills.</p>		

Week 3	Communist government in the USSR, 1917–91	Reform, stability, stagnation and collapse
<p>Aim: Students to understand the development of communist government in the years 1953–82.</p> <p>Topics covered: Khrushchev’s attempts to reform government including de-Stalinisation; the return to stability under Brezhnev 1964–82.</p> <p>Suggested activities/resources: Meet the Historians’ podcasts: episode 1: Professor Bill Taubman on Khrushchev and episode 5: Professor John Keep on Brezhnev. Martin McCauley, <i>The Khrushchev Era 1953–64</i> (Routledge 1995).</p> <p>Teaching points to note: Although this is not a nominated area of the specification, source skills can still be practised. A good example of a source that could be used to practice the skills whilst also delivering content is the Secret Speech.</p>		
Week 4	Communist government in the USSR, 1917–91	Towards a command economy 1917–28
<p>Aim: Students to understand the development of Communist government in the years 1982–91.</p> <p>Topics covered: Growing political stagnation; the impact of Gorbachev and the policies of perestroika and glasnost; the significance of Yeltsin’s election in June 1991 and the failed coup of August.</p> <p>Suggested activities/resources: D. Marples, <i>The Collapse of the Soviet Union, 1985–1991</i> (Routledge 2004). ‘Meet the Historians’ podcast, episode 3: Dr Martin McCauley on the rise and fall of the Soviet Union. Episode 24 of <i>The Cold War – Conclusions</i> (CNN TV).</p> <p>Teaching points to note: The significance of Yeltsin’s election in June 1991 and the failed coup of August is a nominated area of specification content which means that it can be examined through the use of source questions. Aim to draw together the key strands that characterise the rise and fall of communism in the Soviet Union.</p>		
Week 5	Industrial and agricultural change, 1917–91	Towards a command economy 1917–28
<p>Aim: Students to understand the state of the economy and the changing policies towards it 1917–28.</p> <p>Topics covered: The nationalisation of industry; War Communism and the New Economic Policy; state control of industry and agriculture.</p> <p>Suggested activities/resources: <i>Lenin in Power</i> (History Today September 2006).</p> <p>Teaching points to note: Ensure that the differences between War Communism and NEP are securely understood as well as the reasons for changing policies – this will ensure that a firm foundation is established before examining the changing economic situation of the rest of the period.</p>		

A Getting started for teachers

Week 6	Industrial and agricultural change, 1917–91	Industry and agriculture in the Stalin era
<p>Aim: Students to understand Stalin’s industrial policies and how the Soviet Union was preparing for the Second World War.</p> <p>Topics covered: The Five-Year Plans and industrial change 1928-41; preparing for war.</p> <p>Suggested activities/resources: C. Culpin and J Grant, <i>Stalin and the Soviet Union</i> (Longman 1998).</p> <p>Teaching points to note: Ensure that students are clear about the changing priorities and focus of the Five-Year Plans. They should be able to establish the successes and failures of the plans.</p>		
Week 7	Industrial and agricultural change, 1917–91	Industry and agriculture in the Stalin era
<p>Aim: Students to understand Stalin’s agricultural policy and how the Soviet Union recovered from the Second World War.</p> <p>Topics covered: Agricultural collectivisation and its impact, including the destruction of the ‘kulaks’; recovery from war after 1945.</p> <p>Suggested activities/resources: SAM’s Question 1a. <i>The Harvest of Despair</i> (International Historic Films) considers the Ukraine Famine. Episode 2 <i>The Cold War – Iron Curtain</i> (CNN TV) contains useful footage of the economic position of the Soviet Union in 1945.</p> <p>Teaching points to note: Agricultural collectivisation and its impact, including the destruction of the ‘kulaks’ is a nominated area of specification content which means that it can be examined through the use of source questions. Using the SAMs question provides the opportunity to practice the sources skills that are required for this unit.</p>		
Week 8	Industrial and agricultural change, 1917–91	Changing priorities for industry and agriculture 1953–91
<p>Aim: Students to understand the development of the Soviet economy in the years 1953-91.</p> <p>Topics covered: The promotion of light industry, chemicals and consumer goods; investment in agriculture and the Virgin Lands Scheme; the limited attempts at reform after 1964; relative economic decline; the impact of Gorbachev’s attempts at economic reform 1985-91.</p> <p>Suggested activities/resources: SAMs Question 4. <i>The Soviet Economy – an Experiment that was Bound to Fail?</i> (History Review, 2005).</p> <p>Teaching points to note: Relative economic decline and The impact of Gorbachev’s attempts at economic reform 1985-91 is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		

Week 9	Control of the people, 1917–91	Media, propaganda and religion
<p>Aim: Students to understand the methods used by the state to control media, propaganda and religion.</p> <p>Topics covered: State control of mass media and propaganda; the personality cult of Stalin; the treatment of religion under Stalin and Khrushchev; Brezhnev's tightening of controls.</p> <p>Suggested activities/resources: Derrick Murphy and Terry Morris, <i>Russia 1855–1964</i> (Collins, 2008). This material would be suitable to use as the basis of a group research project. Students could be allocated specific elements within the topic and present their findings to each other.</p> <p>Teaching points to note: Do make sure that the content goes beyond Stalin – it should range across the period.</p>		
Week 10	Control of the people, 1917–91	The secret police
<p>Aim: Students to understand the role of the secret police from 1917–1964.</p> <p>Topics covered: Attacks on opponents of the government; the roles of Yagoda, Yezhov and Beria; liberalisation under Khrushchev 1953–64.</p> <p>Suggested activities/resources: SAMs – essay Question 2. Jane Jenkins, <i>Years of Russia, the USSR and the Collapse of Soviet Communism</i> (Hodder 2008).</p> <p>Teaching points to note: Liberalisation under Khrushchev 1953–64 is a nominated area of specification content which means that it can be examined through the use of source questions. Note that the SAMs question requires students to re-visit aspects of Stalin's career that were studied in the early part of this unit. You may already have asked them to produce a limited response to this question if you wanted to introduce essay skills earlier.</p>		
Week 11	Control of the people, 1917–91	The secret police
<p>Aim: Students to understand the role of the secret police from 1965–1991.</p> <p>Topics covered: Suppression of dissidents 1965–82, including the significance of Andropov; the continued monitoring of popular discontent 1982–91.</p> <p>Suggested activities/resources: SAMs essay Question 3. R. Service, <i>A History of Modern Russia: From Tsardom to the Twenty-First Century</i>, Robert Service (Penguin 2009).</p> <p>Teaching points to note: This provides an opportunity to check that students are making progress in their approach to essay writing</p>		

Week 12	Control of the people, 1917–91	The state and cultural change
<p>Aim: Students to understand the role of the arts in the Soviet Union across time.</p> <p>Topics covered: Proletkult, avant-garde and Socialist Realism, 1917–53; nonconformity from the 1950s; clashes between artists and the government to 1985; the impact of the breakdown of traditional controls 1985–91.</p> <p>Suggested activities/resources: Chris Corin and Terry Fiehn, <i>Communist Russia under Lenin and Stalin</i> (Hodder 2002). This is another possible area for groups to engage in research tasks and then share findings. Different aspects of arts and culture could be allocated to different groups.</p> <p>Teaching points to note: The impact of the breakdown of traditional controls 1985–91 is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
Week 13	Social developments, 1917–91	Social security
<p>Aim: Students to understand the key elements of social security.</p> <p>Topics covered: Full employment, housing and social benefits 1917–53; Khrushchev, Brezhnev and the promotion of a stable society 1953–85; the impact of social reform 1985–91.</p> <p>Suggested activities/resources: Peter Oxley, <i>Russia 1855–1991: From Tsars to Commissars</i> (OUP 2001).</p> <p>Teaching points to note: Students should start to link the various elements of social development together in order to build a larger picture of everyday life for Soviet citizens throughout the period.</p>		
Week 14	Social developments, 1917–91	Women and the family
<p>Aim: Students to understand the position of women.</p> <p>Topics covered: The changing status of women under Lenin and Stalin; contrasting lifestyles of women in town and country; the impact of the Second World War.</p> <p>Suggested activities/resources: SAMs Question 1B. Chris Corin and Terry Fiehn, <i>Communist Russia under Lenin and Stalin</i> (Hodder 2002).</p> <p>Teaching points to note: The changing status of women under Lenin and Stalin is a nominated area of specification content which means that it can be examined through the use of source questions. The focus of question 1b is different to that of 1a, so check that students are clear about those differences.</p>		

Week 15	Social developments, 1917–91	Women and the family
<p>Aim: Students to understand policy towards the family and towards education.</p> <p>Topics covered: Changing government attitudes and policies towards the family as a social unit since 1953; the changing approaches to education in the 1920s and 30s; the reduction of illiteracy to 1941.</p> <p>Suggested activities/resources: Peter Oxley, <i>Russia 1855–1991: From Tsars to Commissars</i> (OUP 2001).</p> <p>Teaching points to note: The changing approaches to education in the 1920s and 30s is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
Week 16	Social developments, 1917–91	Education and young people
<p>Aim: Students to understand policy towards education.</p> <p>Topics covered: State control of the curriculum and the role of Marxist ideology in shaping educational changes post-1945; the growth and achievements of Soviet higher education to 1991.</p> <p>Suggested activities/resources: Peter Kenez, <i>A History of the Soviet Union from the Beginning to the End</i> (Cambridge University Press 2006).</p> <p>Teaching points to note: Aim to consider the combined impact of all the policies that pertain to social developments across the period. Education during the dislocation of the war years is not required by the specification, but students should be able to deal with the patterns of change in the period as whole – 1917-91.</p>		

Week 17	Revision
<p>Aim: Weeks 1-8 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Examiners often find that students need to look beyond the face value of sources; aim to include as many sources for discussion as possible using the generic level description in the markscheme as a guide to the skills and understanding the students need.</p>	
Week 18	Revision
<p>Aim: Weeks 9-16 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Students often have difficulty in dealing with overarching chronology. A useful way to tackle this and to develop revision is via the use of timelines.</p>	

Option 2D: South Africa, 1948–2014: From Apartheid State to the Death of Mandela

Content		
Week 1	Governing South Africa, c.1948–2014	South Africa 1948–61
<p>Aim: Students to understand the basis of the political system in South Africa.</p> <p>Topics covered: The nature of the political system and the franchise; the significance of race, segregation and discrimination and the influence of competing traditions in the Afrikaner and British communities; reasons for, and impact of, the National Party victory in 1948, including the implementation of apartheid 1948–59 and the Afrikanerisation of state institutions.</p> <p>Suggested activities/resources: SAM's Question 1b – sources skills. This offers an opportunity in the class to start to introduce the requisite sources skills. W Beinart, <i>Twentieth Century South Africa</i> (OUP 2001). People's Century, episode 20, Skin Deep (BBC/PBS television).</p> <p>Teaching points to note: Reasons for, and impact of, the National Party victory in 1948, including the implementation of apartheid 1948–59 and the Afrikanerisation of state institutions is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
Week 2	Governing South Africa, c.1948–2014	South Africa 1948–61
<p>Aim: Students to understand the role of individuals in the National Party and the development of the apartheid state.</p> <p>Topics covered: The significance of Verwoerd and the creation of a republic; the roles of JP Vorster, PW Botha and FW de Klerk; the impact and extent of repressive laws from the suppression of Communism Act 1950 to the Internal Security Act 1976 and the working of the Pass Laws.</p> <p>Suggested activities/resources: T Davenport and C Saunders, <i>South Africa: A Modern History</i> (Macmillan, 2000). Groups of students could be allocated a key individual to research and report back on to the whole class. It might be that this activity could encompass other key individuals as well in order to act as an introduction to the course for students.</p> <p>Teaching points to note: The apartheid legislation was extensive and students will need to be guided through the key elements.</p>		

Week 3	Governing South Africa, c.1948–2014	The rule of the National Party 1961–94
<p>Aim: Students to understand the further development of the National Party.</p> <p>Topics covered: The significance of the police and defence forces and the courts; the significance of the long and difficult process of concession and negotiation 1985–94.</p> <p>Suggested activities/resources: L Thompson & L Berat, <i>A History of South Africa</i> (Yale University Press 2014).</p> <p>Teaching points to note: Again, some complex issues for students to address here – working through the detail by creating timelines is likely to help students grasp the key issues.</p>		
Week 4	Governing South Africa, c.1948–2014	The new republic
<p>Aim: Students to understand the impact of political change in 1994.</p> <p>Topics covered: The significance of the elections of April 1994 and Nelson Mandela’s ascent to the presidency in May; the nature of the new constitution, including the provincial governments; the significance of the domination of the ANC.</p> <p>Suggested activities/resources: R Ross, <i>A Concise History of South Africa</i> (Cambridge University Press 2009). The Film, <i>Invictus</i>.</p> <p>Teaching points to note: It may be useful to extend the timeline begun previously in order to ensure that students have coverage across a longer period. This will also provide them with a useful revision tool.</p>		

Week 5	Governing South Africa, c.1948–2014	The new republic
<p>Aim: Students to understand the process of reconciliation.</p> <p>Topics covered: The importance of the courts; the significance of the Truth and Reconciliation Commission, including the role of Desmond Tutu; the roles of Thabo Mbeki and Jacob Zuma; the reasons for, and impact of, the problems of corruption.</p> <p>Suggested activities/resources: Question 1a SAMs - sources skills. This is an opportunity to examine the slightly different focus of Question 1a to Question 1b. There is an online portal for the Truth and Reconciliation Commission that contains a lot of useful materials.</p> <p>Teaching points to note: The significance of the Truth and Reconciliation Commission, including the role of Desmond Tutu is a nominated area of specification content which means that it can be examined through the use of source questions. It may be that this would be a useful point to introduce essay skills via an overarching question that deals with the work that has been studied over the previous five weeks on governing South Africa.</p>		
Week 6	Opposing the government of South Africa, c.1948–2014	The development of resistance to apartheid 1948–64
<p>Aim: Students to understand the early stages of opposition to the apartheid regime.</p> <p>Topics covered: The revival and significance of the ANC, including the election of Mandela and other young activists to the National Executive in 1949; the importance of trade unions, including COSATU.</p> <p>Suggested activities/resources: Nelson Mandela, <i>Long Walk to Freedom</i>, (Abacus, 1995); also available as a film. P Walshe, <i>The Rise of African Nationalism in South Africa: the African National Congress 1912-1952</i> (University of California Press, 1971). T Lodge, <i>Black Politics in South Africa since 1945</i> (Longman 1983).</p> <p>Teaching points to note: Ensure that students build up an understanding of the wide range of opposition groups. This might provide another opportunity for group research work and sharing of findings.</p>		

Week 7	Opposing the government of South Africa, c.1948–2014	The development of resistance to apartheid 1948–64
<p>Aim: Students to understand the development of opposition to apartheid.</p> <p>Topics covered: The significance of the Freedom Charter and the Pan African Congress (PAC); the role of white opponents, including Helen Suzman; the impact of the government response to resistance, including the Sharpeville massacre of 1960.</p> <p>Suggested activities/resources: SAMs essay question 2. N Worden, <i>The Making of Modern South Africa: Conquest, segregation and Apartheid</i> (Blackwell 2007). Gary Baines, 'South Africa: Remembering Sharpeville' <i>History Today</i> (2010).</p> <p>Teaching points to note: The role of white opponents, including Helen Suzman is a nominated area of specification content which means that it can be examined through the use of source questions. If essay skills have not yet been introduced, the SAMs question can be used for this purpose. If essay skills have been introduced, this SAMs question offers an opportunity to reflect on what has been learned and what needs to be done to improve.</p>		
Week 8	Opposing the government of South Africa, c.1948–2014	Violent struggle 1960–94
<p>Aim: Students to understand the development of black consciousness.</p> <p>Topics covered: The significance of black consciousness, including the Soweto uprising, the South African Students Organisation (SASO) and Steve Biko.</p> <p>Suggested activities/resources: The film <i>Cry Freedom. People's Century, episode 20, Skin Deep</i> (BBC/PBS television). James Barber, <i>South Africa in the Twentieth Century</i> (Blackwell 1999).</p> <p>Teaching points to note: Although this is not a nominated area of specification content, there are a number of sources available for this topic and the sources skills could usefully be practiced here as a way of delivering some of the content.</p>		

Week 9	Opposing the government of South Africa, c.1948–2014	Violent struggle 1960–94
<p>Aim: Students to understand the development of protest through to the 1990s.</p> <p>Topics covered: The increasing effectiveness of protest and resistance in the late 1970s and 1980s, including the founding of the United Democratic Front (UDF) in 1983 and the impact of strikes; the importance of Mandela, including his role in moderating violent backlash in the early 1990s.</p> <p>Suggested activities/resources: Nelson Mandela, <i>Long Walk to Freedom</i>, (Abacus, 1995); also available as a film. T Lodge, <i>Mandela: A Critical Life</i> (OUP 2007).</p> <p>Teaching points to note: The increasing effectiveness of protest and resistance in the late 1970s and 1980s, including the founding of the United Democratic Front (UDF) in 1983 and the impact of strikes is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
Week 10	Opposing the government of South Africa, c.1948–2014	Opposition since 1994
<p>Aim: Students to understand opposition since 1994.</p> <p>Topics covered: The role of opposition parties, including the setting up of the Democratic Alliance in 2000; the impact of Eugene Terreblanche and the AWB; the significance of Joseph Malema and the setting up of the Economic Freedom Fighters (EFF); the significance of violence and assassinations in political life.</p> <p>Suggested activities/resources: N Clark, <i>South Africa: The Rise and Fall of Apartheid</i> (Routledge 2011).</p> <p>Teaching points to note: It would be useful for students to keep updating their list of opposition groups so that they have a clear overview of them. As they have now studied so many groups, they might want to create a card index of them – the name of the opposition group on one side of the card and key information on the other side. This could be returned to in revision.</p>		

Week 11	Economy and society, c.1948–2014	Demographic changes
<p>Aim: Students to understand the impact of demographic changes.</p> <p>Topics covered: The impact of the growth in population and the differential growth between blacks and whites; the impact of urbanisation.</p> <p>Suggested activities/resources: T Zuberi et al (eds) <i>The Demography of South Africa</i> (M E Sharpe 2005). Saul Dubow, <i>Apartheid, 1948–1994</i> (Oxford University Press 2014). There is a range of statistical data available for all elements of economy and society, so there is an opportunity for group work based around extracting and interpreting such data, whilst considering its utility and reliability for historians.</p> <p>Teaching points to note: Take care not to get bogged down in the extensive statistical data that is readily available on the internet. This material has links to the other elements of economy and society, so students need to make those links.</p>		
Week 12	Economy and society, c.1948–2014	Changes in the economy
<p>Aim: Students to understand changes in the economy across the period.</p> <p>Topics covered: The importance of the mining and extractive industries and the dependence on foreign investment and the import of oil and manufactured goods; changes in living standards for both English speaking and Afrikaners and non-whites 1948–73, 1973–94 and 1994–2014.</p> <p>Suggested activities/resources: P Louw, <i>The Rise, Fall, and Legacy of Apartheid</i> (Praeger 2004).</p> <p>Teaching points to note: Changes in living standards for both English speaking and Afrikaners and non-whites 1948–73, 1973–94 and 1994–2014 is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		

Week 13	Economy and society, c.1948–2014	Health and crime
<p>Aim: Students to understand health and crime across the period.</p> <p>Topics covered: The significance of differential healthcare under apartheid, including child mortality; the impact of attempts to improve healthcare in the 1990s; the significance of AIDS c.1990–2014; the pattern of crime under the apartheid regime and since 1994.</p> <p>Suggested activities/resources: SAMs essay Question 3. This requires students to range across the themes for economy and society to reach their conclusions. The suggested statistical data task will be helpful in providing some precise evidence for this response.</p> <p>Teaching points to note: The impact of attempts to improve healthcare in the 1990s; the significance of AIDS c.1990–2014 is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
Week 14	Relations with the outside world, c.1948–2014	Relations with Britain
<p>Aim: Students to understand South Africa's relations with Britain.</p> <p>Topics covered: The importance of links with Britain including immigration, trade, investment and defence links; the reason for decline in importance in the 1960s and 1970s, including leaving the Commonwealth and the rise of the United States as an economic partner for South Africa.</p> <p>Suggested activities/resources: R Hyam and P Henshaw, <i>The Lion and the Springbok: Britain and South Africa since the Boer War</i> (CUP 2007).</p> <p>Teaching points to note: Note how this helps to contribute to the external pressures on the National Party.</p>		

Week 15	Relations with the outside world, c.1948–2014	External pressures and problems for the National Party
<p>Aim: Students to understand the external problems faced by the National Party.</p> <p>Topics covered: The significance of UN opposition to apartheid; the impact of the collapse of the Portuguese Empire in the 1970s and increasing South African involvement in Angola; the increasing impact of economic sanctions, including those by the USA 1985–86, and cultural and sporting boycotts.</p> <p>Suggested activities/resources: SAMs essay question 4. This offers students the opportunity to reflect on their prior essay work and think about ways in which they can improve. L Eades, <i>The End of Apartheid in South Africa</i> Greenwood 1999).</p> <p>Teaching points to note: The increasing impact of economic sanctions, including those by the USA 1985–86, and cultural and sporting boycotts is a nominated area of specification content which means that it can be examined through the use of source questions.</p>		
Week 16	Relations with the outside world, c.1948–2014	South Africa and the world since 1994
<p>Aim: Students to understand South Africa’s relations with the world since 1994.</p> <p>Topics covered: The significance of Mandela as a world icon and his defence of human rights and liberal values, including the world’s response to his death in 2014; the role of Mbeki and his importance in continental African affairs, including his relations with Zimbabwe; the significance of China’s growing influence in South Africa; the impact of Zuma on South Africa’s standing in the world.</p> <p>Suggested activities/resources: T Lodge, <i>Politics in South Africa: from Mandela to Mbeki</i> (David Phillip 2003). Students might wish to think about how relations with the outside world have altered over the period.</p> <p>Teaching points to note: The significance of Mandela as a world icon and his defence of human rights and liberal values is a nominated area of specification content which means that it can be examined through the use of source questions. .</p>		

Week 17	Revision
<p>Aim: Weeks 1-10 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: If timelines have not previously been created, this is a useful way for students to process what they have learned and to create a revision tool that they can use.</p>	
Week 18	Revision
<p>Aim: Weeks 11-16 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Examiners often find that students need to look beyond the face value of sources. It is therefore good practice to make a range of sources available to students so that they can hone and practice their skills in this element of the exam.</p>	

Unit 3

When implementing a scheme of work for unit 3, it is important to bear in mind the themes identified in the overview section of the specification for each option. These themes link the content of the topics and will be the focus of essay questions in section B of the examination (see p 15 of the assessment guidance). Opportunities should be taken to make links and comparisons between the topics. Some of these are identified in teaching points below, but this should not be taken to imply that essays will only address those identified.

Option 3A: The USA, Independence to Civil War, 1763–1865

Content		
Week 1	'A New Nation', 1763–83	The reasons for the breach with Britain
<p>Aim: Students to understand and explain the reasons for the outbreak of war with Britain.</p> <p>Topics covered: The 13 colonies and their differing identities and their response to the removal of the French threat and its cost 1763; the colonies' response to the British attempts to tax them, including the Stamp Act (1765), Declaratory Act (1766), Townshend Acts (1767) and the Tea Act (1773); the significance of the Boston Massacre (1770), Gaspee incident (1772) and Boston Tea Party (1773); the reasons for, and impact of, the Coercive Acts of 1774; the significance of the meeting of a Continental Congress 1774; The outbreak of war 1775.</p> <p>Suggested activities/resources: Map work identifying the colonies; Alan Farmer, <i>Britain and the American Colonies, 1740-89</i> (Access to History, Hodder Education, 2008); B Knollenberg, <i>Origin of the American Revolution 1759-1766 and Growth of the American Revolution 1766-1775</i> (Liberty Fund Inc, 2002).</p> <p>Teaching points to note: This part of the course sets the context in which the events take place, so is crucial to later understanding of what is happening. The nature of the colonies and their different identities is important to grasp.</p>		
Week 2	'A New Nation', 1763–83	Organising a new nation, including the relationship of the states to the whole
<p>Aim: Students to understand how the new nation was created and to develop an awareness of the contradictions within it.</p> <p>Topics covered: Organising a new nation, including the relationship of the states to the whole; the roles of George Washington, Thomas Jefferson, Benjamin Franklin, Sam and John Adams and Thomas Paine; the significance of the Articles of Confederation 1777 and their defects; the importance of the contradictions between the rhetoric of freedom and the presence of slavery.</p> <p>Suggested activities/resources: Source skills activity focusing on the role of key individuals; History Channel Documentary The History of US, episode 2 <i>Revolution</i>; Alan Farmer, <i>Britain and the American Colonies, 1740-89</i> (Access to History, Hodder Education, 2008); Derrick Murphy, Mark Waldron, <i>United States, 1740–1919</i> (Collins Educational, Flagship History, 2008)</p> <p>Teaching points to note: At the beginning of the course it will be advisable to establish the key themes to be addressed across the topics to address: 1) the relationship of the separate states to the whole; Students also need to use skills of analysis for evaluation of two sources in Section A of the exam paper.</p>		

Week 3	A New Nation', 1763–83	The reasons for British defeat
<p>Aim: Students to explain the reasons for the British defeat and assess the relative significance of the causes.</p> <p>Topics covered: The reasons for British defeat, including the extent of difficulties facing the British; the impact of military errors by Generals Gage, Burgoyne and Cornwallis; the significance of French and Spanish intervention.</p> <p>Suggested activities/resources: Causation exercise prioritizing reasons for the British defeat; C Bonwick, <i>The American Revolution</i> (Palgrave Macmillan, 2005); Alan Farmer, <i>Britain and the American Colonies, 1740-89</i> (Access to History, Hodder Education, 2008); C Hibbert, <i>Redcoats and Rebels: The American Revolution through British Eyes</i> (Norton, 2002) F Jennings, <i>The Creation of America: Through Revolution to Empire</i> (Cambridge University Press, 2000)</p> <p>Teaching points to note: To reach a judgement on relative significance, students need to compare the role of different factors in bringing about an event.</p>		
Week 4	'A More Perfect Union', 1786–91	Unity and disunity
<p>Aim: Students to compare and contrast factors favouring unity and disunity.</p> <p>Topics covered: Unity and disunity: problems with debts, funding and trade; the impact of Shay's rebellion; the significance of Madison and Hamilton in urging and facilitating change.</p> <p>Suggested activities/resources: Chart summary activity with students recording the factors for unity and disunity in table form; H Brogan, <i>The Penguin History of the USA</i> (Penguin Books, 2001); H Ward; <i>The American Revolution: Nationhood Achieved, 1763–88</i> (Palgrave Macmillan, 1995); Alan Farmer, <i>Britain and the American Colonies, 1740-89</i> (Access to History, Hodder Education, 2008).</p> <p>Teaching points to note: Key themes to address: 4 the role of political leadership and the presidency; 5 the significance of financial and economic problems. Key themes will be examined in Section B of the exam paper. Students may begin to chart developments in the themes that they can add to during the course.</p>		

Week 5	'A More Perfect Union', 1786–91	The Constitutional Convention May to September 1787
<p>Aim: Students to understand the nature of the constitution and the debate over the content.</p> <p>Topics covered: The Constitutional Convention May to September 1787: the significance of the theory of 'separation of the powers'; the clash between the 'big states' model and the 'little states' model and the significance of the compromise of 16th July; the clash over slavery and its resolution through compromise.</p> <p>Suggested activities/resources: Source skills activity focusing on the debates over the constitution; H Ward; <i>The American Revolution: Nationhood Achieved, 1763–88</i> (Palgrave Macmillan, 1995); Alan Farmer, <i>Britain and the American Colonies, 1740–89</i> (Access to History, Hodder Education, 2008); http://www.constitution.org/dhcusa.htm provides a documentary history of the US Constitution.</p> <p>Teaching points to note: Opportunities to address: 1) the relationship of the separate states to the whole; 3) the problems posed by governing a democracy. Students may find it helpful to chart the key themes and add to them as they progress through the course.</p>		
Week 6	'A More Perfect Union', 1786–91	Ratification by the states
<p>Aim: Students to understand and explain the strengths and weaknesses of the constitution.</p> <p>Topics covered: The significance of the theory of 'separation of the powers'; the clash between the 'big states' and the 'little states' model and the significance of the compromise of 16th July; the clash over slavery and its resolution through compromise. Ratification by the states and the debate between Federalists and Anti-federalists, including what this revealed about the strengths and weaknesses of the new constitution: the roles of Washington, Madison and Hamilton in securing New York and Virginia's approval.</p> <p>Suggested activities/resources: Role play between Federalists and Anti-federalists debating the constitution; Derrick Murphy, Mark Waldron, <i>United States, 1740–1919</i> (Collins Educational, Flagship History 2008); H Brogan, <i>The Penguin History of the USA</i> (Penguin Books, 2001); H Ward; <i>The American Revolution: Nationhood Achieved, 1763–88</i> (Palgrave Macmillan, 1995);</p> <p>Teaching points to note: Key themes to address: 1) the relationship of the separate states to the whole; 3) the problems posed by governing a democracy; 4) the role of political leadership and the presidency. These topics could be examined in breadth in a thematic question.</p>		

Week 7	'A More Perfect Union', 1786–91	Ratification by the states
<p>Aim: Students to understand the significances of the Bill of Rights and the election of Washington.</p> <p>Topics covered: The importance of the Bill of Rights; the significance of Washington's election in 1789 and final approval by all 13 states by 1791 .</p> <p>Suggested activities/resources: Chart activity mapping out Washington's actions and their significance; H Brogan, <i>The Penguin History of the USA</i> (Penguin Books, 2001); Ron Chernow, <i>Washington: A Life</i>, Penguin books 2011;</p> <p>Teaching points to note: Key themes to address: 1 the relationship of the separate states to the whole; 4 the role of political leadership and the presidency. Students often find impact a difficult concept; there is an opportunity here to distinguish between reasons and impact.</p>		
Week 8	'Jacksonian Democracy', 1828–37	The reasons for and significance of the election of Andrew Jackson 1828
<p>Aim: Students to understand the reasons for the election of Jackson and to assess its significance.</p> <p>Topics covered: The importance of the enlarged franchise; the personality and ideas of Andrew Jackson; the significance of political organisation and populist policies.</p> <p>Suggested activities/resources: Causation activity focusing on the reasons for Jackson's election; H Brogan, <i>The Penguin History of the USA</i> (Penguin Books, 2001); Jon Meacham, <i>Andrew Jackson in the White House</i>, (Random House, 2009.)</p> <p>Teaching points to note: Key themes to address: 4) the role of political leadership and the presidency. There is an opportunity to distinguish between causation and significance.</p>		

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Week 9	'Jacksonian Democracy', 1828–37	Jackson's opponents and problems faced throughout his presidency
<p>Aim: Students to identify and explain the problems faced by Jackson.</p> <p>Topics covered: The significance of John C Calhoun's states' rights and nullification, Henry Clay and Whiggery and Nicholas Biddle and the Bank of the United States; the problem of slavery including the rise of abolitionism and Nat Turner's Rising.</p> <p>Suggested activities/resources: Source skills focusing on opposition to Jackson's presidency; H Brogan, <i>The Penguin History of the USA</i> (Penguin Books, 2001); Jon Meacham, <i>Andrew Jackson in the White House</i>, 2009,</p> <p>Teaching points to note: Key themes to address: 1) the relationship of the separate states to the whole; 2) the issue of slavery, 3) the problems posed by governing a democracy; Students may take the opportunity to focus on the relative weights that can be attached to two pieces of contemporary source material relating to Jackson's presidency to develop the skills needed to tackle the source question in Section A of the exam paper.</p>		
Week 10	'Jacksonian Democracy', 1828–37	Jackson's legacy in American politics,
<p>Aim: Students to explain the reasons for the emergence of the Democratic Party.</p> <p>Topics covered: The clash of economic interests. The emergence of the Democratic Party; the enhanced power and prestige of the presidency and Jackson's relationship with Congress and the Supreme Court.</p> <p>Suggested activities/resources: Flow diagram showing the stages by which the Democratic Party emerged; H Brogan, <i>The Penguin History of the USA</i> (Penguin Books, 2001); Jon Meacham, <i>Andrew Jackson in the White House</i>, (2009), Mark Cheatham, <i>Andrew Jackson and the Rise of the Democrats: A Reference Guide</i>, 2015; http://millercenter.org/president/biography/jackson-impact-and-legacy is a useful summary of Jackson's legacy.</p> <p>Teaching points to note: Key themes to address: 4) the role of political leadership and the presidency. There is an opportunity here to compare and contrast Jackson as a president with his predecessors studied earlier in the course.</p>		

Week 11	'A House Divided', 1850–61	The clash of economic interests between the northern and southern states
<p>Aim: Students to explain the reasons for and the nature of the clash between North and South.</p> <p>Topics covered: The Compromise of 1850 and its consequences: the operation of the Fugitive Slave Act and its impact in the north and south; the significance of the formation of the Republican Party 1854.</p> <p>Suggested activities/resources: Map work activity distinguishing northern and southern states and the economic differences; Alan Farmer, <i>The American Civil War: Causes, Course and Consequences 1803-1877</i> (Access to History 2008), Derrick Murphy, Mark Waldron, <i>United States, 1740–1919</i> (Collins Educational, Flagship History, 2008); David M. Potter, Don E. Fehrenbacher, <i>The Impending Crisis, 1848-61</i>, (Torchbooks, 1976); <i>The History of US</i>, episode 4 Division (History Channel)</p> <p>Teaching points to note: Key themes to address: 2) the issue of slavery; 5) the significance of financial and economic problems. Students may develop key themes charts that they have already started by adding material from this part of the course. A range of contemporary source material is available relating to these topics. Students could explore the relative usefulness of sources of different types. for example a speech and a personal account.</p>		
Week 12	'A House Divided', 1850–61	Growing tensions between the states 1854–58
<p>Aim: Students to understand and explain the key issues causing division between the states 1854-58.</p> <p>Topics covered: The lack of effective and unifying national leadership; the importance of bleeding Sumner and bleeding Kansas; the impact of the Dred Scott decision 1857; the significance of the Lincoln-Douglas debates 1858.</p> <p>Suggested activities/resources: Source skills focusing on the Dred Scott decision; Alan Farmer, <i>The American Civil War: Causes, Course and Consequences 1803-1877</i> (Access to History 2008); Derrick Murphy, Mark Waldron, <i>United States, 1740–1919</i> (Collins Educational, Flagship History, 2008); David M. Potter, Don E. Fehrenbacher, <i>The Impending Crisis, 1848-61</i>, (Torchbooks 1976), 1976; PBS Documentary <i>The Civil War</i>, episode 1, Causes (PBS)</p> <p>Teaching points to note: Key themes to address: 1) the relationship of the separate states to the whole, 2) the issue of slavery. Students may focus on integrating and testing the sources for weight using their knowledge.</p>		

Week 13	'A House Divided', 1850–61	The drift to war
<p>Aim: Students to understand and explain the reasons for the secessions of the southern states and their impact.</p> <p>Topics covered: Growing tensions between the states 1854-58: the lack of effective and unifying national leadership; the importance of bleeding Sumner and bleeding Kansas; the impact of the Dred Scott decision 1857; the significance of the Lincoln-Douglas debates 1858. The significance of John Brown and Harpers Ferry 1859; the significance of the presidential election of 1860 and Lincoln's victory; the secessions of the southern states and their impact 1861.</p> <p>Suggested activities/resources: Impact activity tabulating the events and their impact; Alan Farmer, <i>The American Civil War: Causes, Course and Consequences 1803-1877</i> (Access to History, 2008), Derrick Murphy, Mark Waldron, <i>United States, 1740–1919</i> (Collins Educational, Flagship History, 2008); John Keegan, <i>The American Civil War</i>, (Vintage 2010); <i>The History of US</i>, episode 5 Civil War. (History Channel)</p> <p>Teaching points to note: Key themes to address: 1) the relationship of the separate states to the whole, 2) the issue of slavery; 4) the role of political leadership and the presidency. Students should be increasing in confidence in planning and writing essays that cover themes in breadth. Students should also be becoming more confident in applying contextual knowledge to their analysis of contemporary source material.</p>		
Week 14	War and the end of slavery, 1863–65	The North's road to victory
<p>Aim: Students to understand the significance of the key events leading the North towards victory.</p> <p>Topics covered: The significance of Northern victories at Gettysburg and Vicksburg; the importance of the political leadership of Lincoln, including the Gettysburg Address; the significance of the New York City draft riot July 1863; the significance of the military leadership of Grant.</p> <p>Suggested activities/resources: Flow diagram activity outlining the relationship between the key events leading the North towards victory; Alan Farmer, <i>The American Civil War: Causes, Course and Consequences 1803-1877</i> (Access to History, 2008), Derrick Murphy, Mark Waldron, <i>United States, 1740–1919</i> (Collins Educational, Flagship History, 2008); James M. McPherson, <i>Battle Cry of Freedom: The Civil War Era</i> (Penguin history) 1990 Film: <i>Lincoln</i>, 2013; http://avalon.law.yale.edu/19th_century/gettyb.asp has the text of the Gettysburg Address.</p> <p>Teaching points to note: Key themes to address: 1) the relationship of the separate states to the whole, 2) the issue of slavery; 4) the role of political leadership and the presidency. Students may continue to develop key themes charts that they have already started by adding material from this part of the course. Students should also be becoming more confident in applying contextual knowledge to their analysis of contemporary source material.</p>		

Week 15	War and the end of slavery, 1863–65	The crumbling South
<p>Aim: Students to understand and explain the reasons for the defeat of the South.</p> <p>Topics covered: The significance of the inferiority of the Confederation in terms of economic power and development; the political leadership of Jefferson Davis and the problems he faced in coordinating the different southern states for the war effort of the South; the reasons for Lee's surrender.</p> <p>Suggested activities/resources: Comparison activity comparing and contrasting the strengths of the North with the weaknesses of the South; James M. McPherson, <i>Embattled Rebel: Jefferson Davis and the Confederate Civil War</i>, 2015, Alan Farmer, <i>The American Civil War: Causes, Course and Consequences 1803-1877</i> (Access to History, 2008), Derrick Murphy, Mark Waldron, <i>United States, 1740–1919</i> (Collins Educational, Flagship History, 2008); .</p> <p>Teaching points to note: Key themes to address: 1) the relationship of the separate states to the whole, 2) the issue of slavery; 5) the significance of financial and economic problems. Students have the opportunity to hone their skills in similarity and difference and compare and contrast in preparation for the breadth questions in Section B of the exam paper.</p>		
Week 16	War and the end of slavery, 1863–65	The end of slavery and the restoration of the union.
<p>Aim: Students to understand the events leading to the end of slavery and to assess the significance of the Emancipation Proclamation.</p> <p>Topics covered: The end of slavery and the restoration of the union, including the significance of the Emancipation Proclamation of January 1863; the significance of the Emancipation Proclamation of January 1863; the significance of Lincoln's Proclamation of Amnesty and Reconstruction December 1863; the reasons for and significance of the passage of the 13th Amendment in 1865.</p> <p>Suggested activities/resources: Source skills focusing on the significance of the Emancipation Proclamation; http://www.loc.gov/rr/program/bib/ourdocs/EmanProc.html has copies of the relevant documents; Eric Fone, <i>The Fiery Trial: Abraham Lincoln and American Slavery</i>, 2012; Alan Farmer, <i>The American Civil War: Causes, Course and Consequences 1803-1877</i> (Access to History, 2008), Derrick Murphy, Mark Waldron, <i>United States, 1740–1919</i> (Collins Educational, Flagship History, 2008); History Channel Documentary <i>The History of US</i>, episode 5 Civil War (History Channel)</p> <p>Teaching points to note: Key themes to address: 2) the issue of slavery; 3) the problems posed by governing a democracy; 4) the role of political leadership and the presidency; Students should be increasingly confident in using two sources in combination with their knowledge to reach a judgement based on the weight attached to the evidence.</p>		

Week 17	Revision
<p>Aim: Weeks 1-7 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Students will appreciate the opportunity to re-visit the key themes across the period 1763 -1865. Source skills should be addressed with the focus on comparing the weight attached to the opinions in sources.</p>	
Week 18	Revision
<p>Aim: Weeks 8-16 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Students often have difficulty in grasping the chronology of the period 1763-1865 because it is a long period in which there was much change. Use timelines to ensure that your students are clear about the period as a whole. Students can create a series of timelines to trace the key themes.</p>	

Option 3B: The British Experience of Warfare, 1808-1945

When implementing a Scheme of Work for Unit 3, it is important to bear in mind the themes identified in the overview section of the specification for each option. These themes link the content of the topics and will be the focus of essay questions in Section B of the examination (see p 15 of the assessment guidance). Opportunities should be taken to make links and comparisons between the topics. Some of these are identified in teaching points below, but this should not be taken to imply that essays will only address those identified.

Content		
Week 1	Britain and the Napoleonic Wars, 1803–15	Fighting the French
<p>Aim: Students to understand and explain the significance of the military leaders Nelson and Wellington in securing victories.</p> <p>Topics covered: The significance of Nelson and the Royal Navy, including the Battle of Trafalgar; the impact of technology on sea power, including carronades and copper bottoms; the significance of Wellington as a general in both the Peninsular War and the Waterloo campaign; the nature and impact of the growing skills of the British Army in Spain and Portugal.</p> <p>Suggested activities/resources: Source skills focusing on the role of either Wellington or Nelson; Alan Farmer, <i>The British Experience of Warfare 1790-1918</i>, (Hodder); Neil Stewart, <i>Access to History Themes: The Changing Nature of Warfare; 1700–1945</i>; letters and dispatches of Horatio Nelson: www.wtj.com/archives/nelson/; <i>Napoleon and Wellington</i>. (History Channel)</p> <p>Teaching points to note: At the beginning of the course it is advisable to establish the key themes to be addressed across the topics. Students also need to use skills of analysis and evaluation in relation to two sources in Section A of the exam paper Opportunities to address themes: 2) the military leadership and the conduct of battle; 4) the changing technology of war and its impact.</p>		
Week 2	Britain and the Napoleonic Wars, 1803–15	Organising the nation for victory
<p>Aim: Students to understand the importance of the government in organising the war effort.</p> <p>Topics covered: The roles of Pitt and Castlereagh; the significance of the ability to raise money for war, including the subsidising of allies; the role of the government machine in organising and supplying the fleet and army.</p> <p>Suggested activities/resources: Flow diagram outlining the government machine for organising the war; Roger Knight, <i>Britain against Napoleon: The Organisation of Victory</i> (Penguin, 2013); Neil Stewart, <i>Access to History Themes: The Changing Nature of Warfare; 1700–1945</i>;</p> <p>Teaching points to note: Key themes to address: 1) the political leadership and mobilising support; 3) the problems and importance of financing war. Key themes will be examined in Section B of the exam paper. Students may begin to chart developments in the themes that they can add to during the course.</p>		

Week 3	Britain and the Napoleonic Wars, 1803–15	Opposition to war
<p>Aim: Students to understand and explain reasons for opposition to the war and its impact.</p> <p>Topics covered: The impact of economic strains of war; the significance of French sympathisers and radical critics of war.</p> <p>Suggested activities/resources: Alan Farmer <i>The British Experience of Warfare 1790-1918</i>, (Hodder); Roger Knight, <i>Britain against Napoleon: The Organisation of Victory</i> (Penguin, 2013), Part 3 covers the defence of the realm.</p> <p>Teaching points to note: Key themes to address: 5) the public attitudes and opposition to war and its impact. Students often find impact a difficult concept; there is an opportunity here to distinguish between reasons and impact. In evaluating contemporary source material relating to these topics, students could explore the relative usefulness of sources of different types, for example a speech and a personal account.</p>		
Week 4	The Crimean War, 1854–56	Fighting the Russians
<p>Aim: Students to understand the nature of warfare in the Crimea and to explain its impact on the troops.</p> <p>Topics covered: The limited size and importance of the British force; the military leadership of Lord Raglan during the Battles of the Alma, Balaclava and the siege of Sevastopol; the role of new technologies, including the railway for supply; attempts to solve the problems of the health and welfare and morale of the troops in the Crimea.</p> <p>Suggested activities/resources: Source skills exercise on the battle of Balaclava; Alan Farmer <i>The British Experience of Warfare 1790-1918</i>, (Hodder); Rosemary Rees and Geoff Stewart, <i>The Experience of Warfare in Britain 1854–1929</i> (Pearson); Lynn McDonald, Florence Nightingale and Mary Seacole: Nursing's bitter rivalry, <i>History Today</i>, Volume 62, Issue 9: www.historytoday.com/lynn-mcdonald/florence-nightingale-and-mary-seacole-nursings-bitter-rivalry <i>The Crimean War</i>, episode 1, (UKTV 2005.)</p> <p>Teaching points to note: Key themes to address: 2) the military leadership and the conduct of battle; 4) the changing technology of war and its impact. Students may take the opportunity to focus on the relative weights that can be attached to two contrasting contemporary accounts of the Battle of Balaclava in order to develop the skills needed to tackle the source question in Section A of the exam paper.</p>		

Week 5	The Crimean War, 1854–56	The political roles of Aberdeen and Palmerston and the role of the government machine
<p>Aim: Students to understand the importance of the political leadership in organising the war effort.</p> <p>Topics covered: The political roles of Aberdeen and Palmerston and the role of the government machine in organising and supplying the fleet and army; the methods adopted of financing the war.</p> <p>Suggested activities/resources: Flow diagram activity with students recording the organization of the war effort; Alan Farmer, <i>The Experience of Warfare in Britain: Crimea, Boer and First World War 1854–1929</i>; Roger Knight, <i>Britain against Napoleon: The Organisation of Victory</i> (Penguin, 2013).</p> <p>Teaching points to note: Key themes to address: 1) the political leadership and mobilising support; 3) the problems and importance of financing war. Key themes will be examined in Section B of the exam paper. Students may compare and contrast the role of the political leadership in the Crimean War with that of the Napoleonic Wars.</p>		
Week 6	The Crimean War, 1854–56	Changing attitudes of the public in Britain to the war and the conduct of the war
<p>Aim: Students to understand and explain reasons for opposition to the war and the role of key individuals.</p> <p>Topics covered: Changing attitudes of the public in Britain to the war and the conduct of the war, including the impact of the photography of Roger Fenton and the reportage of William Russell; the significance of the opposition of John Bright.</p> <p>Suggested activities/resources: Chart summary activity with students recording the impact of key individuals in table form; Alan Farmer, <i>The Experience of Warfare in Britain: Crimea, Boer and First World War 1854–1929</i>; National Media Museum blog: Photographing Conflict: Roger Fenton and the Crimean War: http://nationalmediamuseumblog.wordpress.com/2012/11/11/remembrance-day-part-1-photographing-war-fenton-crimean/</p> <p>Teaching points to note: Key themes to address: 5 the public attitudes and opposition to war and its impact. Students should be developing their skills in writing in breadth. There are opportunities here also to examine the usefulness of different types of source material – newspaper reports and official dispatches for example.</p>		

Week 7	The second Boer War, 1899–1902	Fighting the Boers
<p>Aim: Students to understand the key events and the importance of leadership and technology in the outcomes.</p> <p>Topics covered: The quality of British military leadership as illustrated by Field Marshalls Roberts and Kitchener, and General Sir Redvers Buller; the significance of new technologies and the need to adjust, including smokeless powder and improved artillery; the significance of Black Week and initial defeats, the victorious drive to Pretoria and the long campaign against Boer guerrillas; the problems of the health and welfare of the troops.</p> <p>Suggested activities/resources: Timeline activity focusing on the chronology of key events; John Grehan and Martin Mace, <i>The Boer War 1899–1902: Ladysmith, Magersfontein, Spion Kop, Kimberley and Mafeking</i> (Pen & Sword Military, 2014); Rosemary Rees and Geoff Stewart, <i>The Experience of Warfare in Britain 1854–1929</i> (Pearson); Andrew Marr’s <i>The Making of Modern Britain</i>, episode 1, (BBC 2009).</p> <p>Teaching points to note: Key themes to address: 2) the military leadership and the conduct of battle; 4) the changing technology of war and its impact. Students may take the opportunity here to chart technological developments from the Napoleonic to the second Boer War to prepare for Section B.</p>		
Week 8	The second Boer War, 1899–1902	The role of Joseph Chamberlain in orchestrating support for the war and the role of the government machine
<p>Aim: Students to understand and explain the role of the government in organising the war effort.</p> <p>Topics covered: The role of the Joseph Chamberlain in orchestrating support for the war and the role of the government machine in organising, transporting and supplying an army at such distance; the methods adopted of financing the war.</p> <p>Suggested activities/resources: Source skills focusing on the role of the government in organising the war effort; Alan Farmer, <i>The Experience of Warfare in Britain: Crimea, Boer and First World War 1854–1929</i>; Thomas Pakenham, <i>The Boer War</i>.</p> <p>Teaching points to note: Key themes to address: 1) the political leadership and mobilising support; 3) the problems and importance of financing war. Students may focus on integrating contextual knowledge in the process of testing contemporary sources for weight.</p>		

Week 9	The second Boer War, 1899–1902	Attitudes of the public in Britain to the conflict.
<p>Aim: Students to compare and contrast support and opposition to the war.</p> <p>Topics covered: Attitudes of the public in Britain to the conflict, including the impact of the reportage and the work of Emily Hobhouse; the roles of Lloyd George and Campbell Bannerman as critics of government policy.</p> <p>Suggested activities/resources: Creation of key individuals and groups cards with a focus on attitudes to war; Rosemary Rees and Geoff Stewart, <i>The Experience of Warfare in Britain 1854–1929</i> (Pearson); Alan Farmer, <i>The British Experience of Warfare 1790-1918</i>, (Hodder).</p> <p>Teaching points to note: Key themes to address: 5) the public attitudes and opposition to war and its impact. These topics could be examined in breadth in a thematic essay question comparing two periods or in depth using contemporary sources relevant to the topic only.</p>		
Week 10	Trench warfare on the Western Front, 1914–18	Fighting the Germans
<p>Aim: Students to understand the role of the military leadership and assess its importance in the conduct of the war.</p> <p>Topics covered: The quality of British military leadership as illustrated by Field Marshals Kitchener, French and Haig; the significance of creating a mass army and its conduct in the Battles of the Somme and the Last Hundred Days Campaign; .</p> <p>Suggested activities/resources: Source activity focusing on recruitment to the army; www.firstworldwar.com</p> <p>Hew Strachan, <i>The First World War: A New History</i>; Spencer Jones, <i>From Boer War to World War: Tactical Reform of the British Army, 1902–1914</i>; Rosemary Rees and Geoff Stewart, <i>The Experience of Warfare in Britain 1854–1929</i> (Pearson).</p> <p>Teaching points to note: Key themes to address: 2) the military leadership and the conduct of battle; Students may find it helpful draw up links between decisions made by the leadership and their impact on the relevant battles.</p> <p>Students should also be becoming more confident in applying contextual knowledge to their analysis of contemporary source material</p>		

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Week 11	Trench warfare on the Western Front, 1914–18	Fighting the Germans
<p>Aim: Students to understand and explain the impact of new technologies and the effectiveness of measures to solve issues affecting the troops.</p> <p>Topics covered: The impact of the application of new technologies; the significance of the attempts to solve the problems of health, welfare and morale of the troops.</p> <p>Suggested activities/resources: Chart activity tabulating the technologies and their role and impact in the war; <i>People's Century: episode 2, The Killing Fields</i>, BBC 1995; <i>Andrew Marr, The Making of Modern Britain</i> episode 3 (BBC) <i>Dispatches: Gen Douglas Haig's Official Reports to the British Government From the First World War (December 1915-April 1919)</i>, Alan Farmer, <i>The Experience of Warfare in Britain: Crimea, Boer and First World War 1854–1929</i>; .Hew Strachan, <i>The Oxford Illustrated History of the First World War</i>. www.firstworldwar.com</p> <p>Teaching points to note: Key themes to address: 4 the changing technology of war and its impact. Students may compare and contrast the armies and technologies of second Boer War and the First World War.</p>		
Week 12	Trench warfare on the Western Front, 1914–18	Trench warfare on the Western Front, 1914–18
<p>Aim: Students to assess the significance of the leadership and the government machine in managing the war effort.</p> <p>Topics covered: The roles, as political leaders, of Asquith and Lloyd George and the development of the government machine in raising, organising and supplying an army of such size; the significance of the female contribution to the war effort; the significance and impact of the methods adopted to finance the war.</p> <p>Suggested activities/resources: Comparison activity of the roles of Asquith and Lloyd George; Alan Farmer, <i>The Experience of Warfare in Britain: Crimea, Boer and First World War 1854–1929</i>; Rosemary Rees and Geoff Stewart, <i>The Experience of Warfare in Britain 1854–1929</i> (Pearson); Kate Adie, <i>Fighting on the Home Front: The Legacy of Women in World War One, 2014</i> (Hodder); the film: <i>Testament of Youth 2015</i>, is a biopic of Vera Brittan's role in the war.</p> <p>Teaching points to note: Key themes to address: 1) the political leadership and mobilising support; 3) the problems and importance of financing war; Students should be increasing in confidence in planning and writing essays that cover themes in breadth. Source evaluation skills could be developed enabling students to gain confidence in applying criteria for making judgements about the usefulness of differing sources.</p>		

Week 13	Trench warfare on the Western Front, 1914–18	British public perception of, and attitudes to, the war on the Western Front
<p>Aim: Students to understand the reasons for and the measures taken by the government to limit opposition to the war and their impact.</p> <p>Topics covered: British public perception of, and attitudes of the war on the Western Front. government attempts to restrict and direct reportage by journalists from the Western Front; the extent of opposition to the war.</p> <p>Suggested activities/resources: Source activity focusing on attitudes of the war on the Western Front; Hew Strachan, <i>The First World War: A New History</i>; Rosemary Rees and Geoff Stewart, <i>The Experience of Warfare in Britain 1854–1929</i>; Alan Farmer, <i>The Experience of Warfare in Britain: Crimea, Boer and First World War 1854–1929</i>; <i>People's Century</i>: episode 2, <i>The Killing Fields</i>, (BBC 1995); Brian Best; <i>Reporting from the Front: War Reporters During the Great War, 2014</i> (Pen & Sword).</p> <p>Teaching points to note: Key themes to address: 5) the public attitudes and opposition to war and its impact. Students should be increasingly confident in using two sources in combination with their knowledge to reach a judgement based on the weight attached to the evidence.</p>		
Week 14	Britain and the struggle with Nazi Germany, 1939–45	Fighting the Germans
<p>Aim: Students to assess the effectiveness of the leadership and technology in fighting the war.</p> <p>Topics covered: The quality of British military leadership as illustrated by Field Marshal Montgomery and Air Chief Marshall Harris; the significance of the application of science and technology to war on land, sea and air, and intelligence gathering.</p> <p>Suggested activities/resources: Chart summary activity with students recording the impact of key military individuals and technologies in table form; Keegan J, <i>The Second World War</i> (Penguin, 2005); Parker R A C, <i>The Second World War: A Short History</i> (Oxford University Press, 2001), Fraser D, <i>And We Shall Shock Them, The British Army in the Second World War</i> (Hodder and Stoughton, 1999). The World at War (ITV) has relevant episodes.</p> <p>Teaching points to note: Key themes to address: 2) the military leadership and the conduct of battle; 4) the changing technology of war and its impact. There are many opportunities here to develop analysis of the key themes by referring back to material covered in the second Boer War and the First World War in preparation for the essay in Section B. Students should also be becoming more confident in the application of criteria in their evaluation of contemporary source material. The higher levels of the mark schemes indicate the qualities they should seek to develop in their work.</p>		

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Week 15	Britain and the struggle with Nazi Germany, 1939–45	The significance of Churchill and the role of the government machine
<p>Aim: Students to understand and assess effectiveness of the role of the government in managing the war effort.</p> <p>Topics covered: The significance of Churchill as a political leader, including his relationship with Alanbrooke. The role of the government in creating and maintaining a vast war machine for fighting on land, sea and in the air across the world; the significance of the female contribution to the war effort; the economic impact of the war, including increased taxation, damage and the benefits of innovation.</p> <p>Suggested activities/resources: Activity focusing on the significance of Churchill; Pearce R, <i>Britain: Politics, Economy and Society, 1918-51</i> (Access to History, Hodder Murray, 2008); Gardiner J, <i>Wartime Britain 1939-45</i> (Review, 2005) Keegan J, <i>The Second World War</i> (Penguin, 2005); Andrew Marr, <i>The Making of Modern Britain</i> episode 6. (BBC)</p> <p>Teaching points to note: Key themes to address: 1) the political leadership and mobilising support; 3) the problems and importance of financing war. To address the significance of Churchill as a political leader, students may consider both his own contribution to the war effort and compare him to previous war leader e.g. Lloyd George.</p>		
Week 16	Britain and the struggle with Nazi Germany, 1939–45	British public perception of, and attitudes to the war
<p>Aim: Students to understand and assess attitudes to the war and the significance of the opposition.</p> <p>Topics covered: British public perception of, and attitudes to the war: the significance of civilian morale and government attempts to maintain it and the threats posed to it by enemy bombing; the extent of opposition to the war.</p> <p>Suggested activities/resources: Flow diagram activity mapping the impact of bombing on morale and opposition; Angus Calder, <i>The People's War: Britain 1939-1945: Britain, 1939-45</i>, 1992 (Pimlico); Juliet Gardiner, <i>Wartime: Britain 1939-1945</i>, (Headline Review) Andrew Marr, <i>The Making of Modern Britain</i> episode 6 (BBC)</p> <p>Teaching points to note: Key themes to address: 5) the public attitudes and opposition to war and its impact. Students will have an opportunity to compare the impact of the war on public support and opposition across the topics.</p> <p>Students should be increasingly confident in using two sources in combination with their knowledge to reach a judgement based on the weight which can be attached to the evidence.</p>		

Week 17	Revision
<p>Aim: Weeks 1-7 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Students will appreciate the opportunity to re-visit the key themes across the period 1803-1945. Source skills should be addressed with the focus on comparing the weight attached to the opinions and information in the sources.</p>	
Week 18	Revision
<p>Aim: Weeks 8-16 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Students often have difficulty in grasping the chronology of in the period 1803-1945 because it is a long period in which there was much change. Use timelines to ensure that your students are clear about the period as a whole. Students can create a series of timelines to trace the key themes.</p>	

Unit 3C: Germany, 1870-1990: United, Divided and Reunited

When implementing a Scheme of Work for Unit 3, it is important to bear in mind the themes identified in the overview section of the specification for each option. These themes link the content of the topics and will be the focus of essay questions in Section B of the examination (see p 15 of the assessment guidance). Opportunities should be taken to make links and comparisons between the topics. Some of these are identified in teaching points below, but this should not be taken to imply that essays will only address those points identified.

Content		
Week 1	The birth and early years of the Second Reich, 1870–79	War and the birth of the Second Reich
<p>Aim: Students to understand the importance of Bismarck and the role of war in forging the unified German state</p> <p>Topics covered: The significance of Bismarck and the impact of war with France; the importance of the Zollverein; the importance of negotiations between Prussia and the South German States; the proclamation of the new Reich.</p> <p>Suggested activities/resources: Map work activity tracing the process of unification; Bob Whitfield, <i>Germany 1848-1914</i>, 2000 (Heinemann), (chapter 4 covers unification).</p> <p>Teaching points to note: At the beginning of the course it is advisable to establish the key themes to be addressed across the topics. Students also need to use skills of analysis and evaluation in relation to two sources in Section A of the exam paper. Opportunities to address themes: 1) relations with and influence of Germany’s neighbours; 3) authority and leadership. This section sets the context for the unit and provides an opportunity for students to develop an understanding of the nature of the German state. Students may begin to chart developments in the themes that they can add to during the course.</p>		
Week 2	The birth and early years of the Second Reich, 1870–79	Impact of the new Germany’s constitution
<p>Aim: Students to understand the nature of the Bismarckian constitution and the development of the government of the Second Reich.</p> <p>Topics covered: Trying to reconcile unity and division; the federal government including the role of the Chancellor, the Kaiser and the <i>Länder</i>; the importance of the <i>Reichstag</i> and the parties: the impact of regional and social divisions.</p> <p>Suggested activities/resources: Creation of a flow chart showing the relationship between the different components of the government; Bob Whitfield, <i>Germany 1848-1914</i>, (Heinemann 2000), (chapter 5 covers the constitution);</p> <p>Teaching points to note: Students need to embed their learning of key features of the government including the difference between the federal and state governments and the power and significance of Prussia in the government.</p>		

Week 3	The birth and early years of the Second Reich, 1870–79	Attempts to consolidate the new Germany
<p>Aim: Students to understand the political conflicts in Germany and Bismarck’s measure to prevent opposition.</p> <p>Topics covered: Bismarck’s cooperation with, and eventual break with, the National Liberals; the <i>Kulturkampf</i>; the appeal to nationalism to achieve unity; the War in Sight crisis; the reason for and the impact of the Anti-Socialist Law 1878.</p> <p>Suggested activities/resources: Source skills focusing on the conflict between Bismarck’s government and the socialists; Bob Whitfield, <i>Germany 1848-1914</i>, (Heinemann 2000), chapter 5 covers the <i>Kulturkampf</i> and the Anti-Socialist Law.</p> <p>Teaching points to note: Key themes to address: 4) protest and dissent; 5) ideologies and political parties. Both the <i>Kulturkampf</i> and the Anti-Socialist Law are referred to specifically within the specification and offer an opportunity for the development of sources skills using two contemporary sources in combination.</p>		
Week 4	The birth of democratic Germany, 1917–24	Strains of war and its impact
<p>Aim: Students to understand the significance of the military dictatorship and to be able to explain why it was replaced by the constitutional government led by Prince Max.</p> <p>Topics covered: The significance of the military dictatorship of Hindenburg and Ludendorff; the importance of strikes and workers’ protests; the significance of Erzberger’s Peace Resolution and the emergence of the Independent Socialist Party; constitutional reforms from 1918 and the role of Prince Max of Baden.</p> <p>Suggested activities/resources: Timeline activity tracing the changes in the government from the establishment of the military dictatorship to the appointment of Prince Max; Martin Collier, <i>From Kaiser to Fuhrer, 1900-45</i>, 2009 (Pearson), (chapter 3 covers the war years including the military dictatorship, the split in the socialist party and the appointment of Prince Max).</p> <p>Teaching points to note: Key themes to address: 3) authority and leadership; 5) ideologies and political parties. There is an opportunity for students to trace changes and continuity in political leadership from 1871-1918 in their essay writing.</p>		

Week 5	The birth of democratic Germany, 1917–24	The end of the Second Reich and the new republic
<p>Aim: Students to be able to understand and explain the impact of defeat and revolution on Germany.</p> <p>Topics covered: The impact of defeat and revolution, 1918–19 including the roles of the Kaiser, Ebert, Scheidemann and Rosa Luxemburg; the importance of the Weimar Constitution including its salient features and their strengths and potential weaknesses for achieving freedom and stability.</p> <p>Suggested activities/resources: Flow diagram outlining the key features of the Weimar constitution; Martin Collier, <i>Germany 1919-45</i>, (Heinemann2000), (chapter 1 covers the defeat and revolution, chapter 3 covers the Weimar constitution).</p> <p>Teaching points to note: Key themes to address: 4) Protest and dissent; 5) ideologies and political parties. Students may find impact a difficult concept to tackle; work with students to draw out the differences between reasons why events happen and the impact those events have.</p>		
Week 6	The birth of democratic Germany, 1917–24	The Weimar Republic challenged but surviving 1919-24
<p>Aim: Students to understand the reasons for the challenges to the republic and to explain why it survived.</p> <p>Topics covered: The impact of the peace treaties, including reparations and the French occupation of the Ruhr; the significance of violent political challenges from left and right; the impact of inflation and hyper-inflation; the reasons for the survival of the Weimar Republic in this period.</p> <p>Suggested activities/resources: Source skills activity on the impact of inflation and hyperinflation; <i>Make Germany Pay</i> BBC provides a good summary of the Treaty of Versailles and its impact to 1924; Martin Collier, <i>From Kaiser to Fuhrer, 1900-45</i>, (Pearson 2009), (chapter 4 covers the early challenges to the Weimar Republic).</p> <p>Teaching points to note: Key themes to address: 1) relations with and influence of Germany’s neighbours; 2) economic pressures and influences. Students need to use skills of analysis in their evaluation of differing types of contemporary source material contrasting interpretations of the period from Section A of the exam paper, for example to distinguish between opinion, claim and information.</p>		

Week 7	The birth of the Third Reich, 1930–36	The rise of the Nazis 1930–33
<p>Aim: Students to understand and explain the combination of factors that led to the rise of the Nazis and Hitler’s appointment.</p> <p>Topics covered: The impact of the economic crisis and the reasons for their growing electoral popularity; the roles of Brüning, von Papen, von Schleicher and von Hindenburg; the impact of growing Communist support; the significance of Hitler’s appointment as Chancellor.</p> <p>Suggested activities/resources: Timeline activity tracing the events leading to Hitler’s appointment; <i>The Nazis A Warning from History</i>, (BBC) episode 1 gives comprehensive coverage of the rise of the Nazis from 1919; Martin Collier, <i>From Kaiser to Fuhrer, 1900–45</i>, 2009 (Pearson 2009), (chapter 6 covers the rise of the Nazis).</p> <p>Teaching points to note: Key themes to address: 2) economic pressures and influences; 3) authority and leadership; 5) Ideologies and political parties. There is an opportunity for students to trace similarities and differences in political leadership from 1919–1933 in their essay writing in preparation for themes in breadth in Section B of the exam paper. A range of contemporary source material is available relating to these topics. Students could explore the relative usefulness of sources of different types, for example a speech and a personal account.</p>		
Week 8	The birth of the Third Reich, 1930–36	<i>Gleichschaltung</i> , 1933–34 and the creating of a totalitarian state
<p>Aim: Students to understand the methods used by the Nazis to establish total control over the German state.</p> <p>Topics covered: The Reichstag Fire and the emergency decrees; the significance of the Enabling Act; abolition of political parties and trade unions; the establishment of DAF; the ‘coordination’ of regional and local government; the impact of the Night of the Long Knives.</p> <p>Suggested activities/resources: Change and continuity exercise examining the nature of the changes introduced by the Nazis and their impact on Germany; <i>The Nazis A Warning from History</i>, (BBC) episode 2 examines the Hitler state and the changes introduced by the Nazis; Geoff Layton, <i>From Kaiser to Fuhrer, 1900–45</i>, (Hodder2009), (chapters 10–11 examine the creation of the dictatorship in the years 1933–4).</p> <p>Teaching points to note: Key themes to address: 3) authority and leadership; 5) ideologies and political parties. There is an opportunity for students to trace changes and continuities in ideologies and political parties from 1919–1934 in their essay writing in preparation for themes in breadth in Section B of the exam paper.</p>		

Week 9	The birth of the Third Reich, 1930–36	The nature and policies of the new Nazi state 1934–39:
<p>Aim: Students to develop understanding of the nature of dictatorship and the policies pursued by Hitler.</p> <p>Topics covered: Hitler’s role as Führer including his approach to government; racial policy and the attempts to create a Volksgemeinschaft; the attempts to overthrow Versailles, including rearmament, the reoccupation of the Rhineland and the Anschluss;.</p> <p>Suggested activities/resources: Debate focusing on Hitler’s role in the overthrow of Versailles; BBC Documentary: <i>The Dark Charisma of Adolf Hitler</i> episode 2 and <i>The Nazis A Warning from History</i>, episode 3 examine Hitler’s plans for war; Geoff Layton, <i>From Kaiser to Fuhrer, 1900-45</i>, (Hodder 2009), (chapter 11 examines the role of Hitler in the Third Reich), (chapter 13 focuses on the development of the <i>Volksgemeinschaft</i>); Martin Collier, <i>From Kaiser to Fuhrer, 1900-45</i>, (Pearson, 2009), (chapter 8 covers Hitler’s foreign policy); Alan Farmer, <i>Anti-Semitism and the Holocaust</i>; (Hodder, 2009), (chapter 3 covers racial policy in the 1930s).</p> <p>Teaching points to note: Key themes to address: 1) relations with and influence of Germany’s neighbours 3) authority and leadership; There is an opportunity to compare Germany’s relations with her neighbours from Bismarck to Hitler in preparation for the breadth questions in Section B.</p>		
Week 10	The birth of the Third Reich, 1930–36	<i>The nature and policies of the new Nazi state 1934–39</i>
<p>Aim: Students to understand the development in control in the Third Reich through study of suppression and indoctrination.</p> <p>Topics covered: Himmler and the suppression of dissent and Goebbels’ attempts to shape thought and attitudes.</p> <p>Suggested activities/resources: Flow chart activity showing the different strands of the apparatus of propaganda and terror; Martin Collier, <i>From Kaiser to Fuhrer, 1900-45</i>, (Pearson, 2009), (chapter 7 covers the terror state and propaganda and the attempts to indoctrinate the population).</p> <p>Teaching points to note: Key themes to address: 4) protest and dissent; 5) ideologies and political parties. These topics could be examined in breadth in a thematic question. Contemporary sources could also be evaluated, focusing on these issues and integrating contextual knowledge.</p>		

Week 11	Establishing and ruling the new Federal Republic, 1949–60	The creation of the FRG
<p>Aim: Students to understand explain how and why the FRG was established.</p> <p>Topics covered: The importance of Adenauer and the CDU; the roles of the Western Allies; the importance of economic factors.</p> <p>Suggested activities/resources: Causation activity comparing the role and relative importance of different factors in the creation of the FGR; Nigel Bushell and Angela Leonard, <i>Germany Divided and Reunited 1945-91</i>, (Hodder, 2009), (chapter 1 covers the creation of the FRG).</p> <p>Teaching points to note: Key themes to address: 1) relations with and influence of Germany’s neighbours; 2) economic pressures and influences. There is an opportunity to compare the importance of foreign influence in establishing the Weimar Republic with foreign influence in the establishment of the FRG. Students should also be becoming more confident in applying contextual knowledge to their analysis of contemporary source material.</p>		
Week 12	Establishing and ruling the new Federal Republic, 1949–60	The shaping of the FRG
<p>Aim: Students to understand the nature of the new Constitution, the development of SPD and the importance of economic success.</p> <p>Topics covered: The impact of the new Constitution; changes in the nature of the SPD and their significance for the shaping of the Federal Republic; the significance of Erhard and economic success, including the role of trades unions in the FRG.</p> <p>Suggested activities/resources: Comparison exercise tabulating the changes and continuities in the constitutions of Weimar and FRG; Geoff Layton, <i>Democracy and Dictatorship 1919-6</i>, (Hodder, 2009), (chapter 13 covers the constitution, the development of the SPD and the economic ‘miracle’).</p> <p>Teaching points to note: Key themes to address: 5) ideologies and political parties; 2) economic pressures and influences. There are many opportunities here to develop analysis of the key themes by referring back to material covered in the Second Reich and the Weimar Republic in preparation for the essay in Section B. Students should also be becoming more confident in the application of criteria in their evaluation of contemporary source material. The higher levels of the mark schemes indicate the qualities in their work.</p>		

Week 13	Establishing and ruling the new Federal Republic, 1949–60	Dealing with the past
<p>Aim: Students to understand the significance of de-Nazification and the development of relations with her European neighbours.</p> <p>Topics covered: The process and significance of de-Nazification; the importance of reconciliation with neighbours including the setting up of the Iron and Steel Community and accession to the Treaty of Rome; the importance of a European identity.</p> <p>Suggested activities/resources: Source skills exercise focusing on de-Nazification; Nigel Bushell and Angela Leonard, <i>Germany Divided and Reunited 1945-91</i>, (Hodder, 2009), chapter 1 covers de-Nazification; Geoff Layton, <i>Democracy and Dictatorship 1919-6</i>, 2009 (Hodder, 2009), (chapter 13 covers foreign relations including the Treaty of Rome).</p> <p>Teaching points to note: Key themes to address: 1) relations with and influence of Germany’s neighbours; 2) Economic pressures and influences. In developing source skills students will now be more confident in drawing inferences and evaluating sources for the relative weight that can be attached to opinions.</p>		
Week 14	The last years of the German Democratic Republic and reunification, 1985–90	The nature of the East German state
<p>Aim: Students to understand the nature of the GDR and to compare its development with the FRG.</p> <p>Topics covered: The role of Erich Honecker; the significance of different levels of prosperity in GDR and FRG; the significance of the Stasi and the political monopoly of the Communist Party; the role and importance of the churches; dissent and repression in January 1988.</p> <p>Suggested activities/resources: Comparison activity focusing on the differing levels of prosperity in the FRG and GDR; the film: <i>The Lives of Others</i> (2006) is a German drama focusing in the monitoring of East Berlin by Stasi agents; Nigel Bushell and Angela Leonard, <i>Germany Divided and Reunited 1945-91</i>, (Hodder, 2009), (chapters 3 and 4 cover developments in the FRG and GDR to 1988).</p> <p>Teaching points to note: Key themes to address: 4) protest and dissent; 5) ideologies and political parties. Students have an opportunity to hone skills in comparison and contrast in essay writing.</p>		

Week 15	The last years of the German Democratic Republic and reunification, 1985–90	The revolution in the GDR 1989 and its impact on the FRG
<p>Aim: Students to understand the key developments leading to the collapse of the GDR.</p> <p>Topics covered: The influence of events in Russia and the role of Gorbachev; reasons for the flood of refugees from the GDR in 1989 the significance of Kohl's Ten Point Plan.</p> <p>Suggested activities/resources: Source skills focusing on the role of Gorbachev; Nigel Bushell and Angela Leonard, <i>Germany Divided and Reunited 1945-91</i>, (Hodder, 2009), (chapter 5 covers the events leading to the collapse of the GDR).</p> <p>Teaching points to note: Key themes to address: 1) Relations with and influence of Germany's neighbours; 3) Authority and leadership. Student's should be more confident in integrating their knowledge with the sources to reach a judgement on their usefulness for an enquiry.</p>		
Week 16	The last years of the German Democratic Republic and reunification, 1985–90	The reasons for reunification
<p>Aim: Students to understand the nature of the GDR and to compare its development with the FRG.</p> <p>Topics covered: The reasons for reunification, including the impact of continued migration from GDR and the crumbling of the GDR state, the process and problems of reunification and reasons for its acceptance by the Four Powers.</p> <p>Suggested activities/resources: Causation activity comparing the role and relative importance of different factors in the collapse of the GDR and reunification; PBS <i>The Wall- A World Divided</i> (PBS) covers the key events leading to reunification; Nigel Bushell and Angela Leonard, <i>Germany Divided and Reunited 1945-91</i>, (Hodder, 2009), chapter 5 covers the collapse of the GDR and reunification).</p> <p>Teaching points to note: Key themes to address: 1) relations with and influence of Germany's neighbours; 2) economic pressures and influences. Students should be increasingly confident in drawing out material to explore the key themes from the topics they have studied. Students should also be becoming more confident in the application of criteria in their evaluation of contemporary source material. The higher levels of the mark schemes indicate the qualities in their work they should seek to develop in their work.</p>		

Week 17	Revision
<p>Aim: Weeks 1-7 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Students will appreciate the opportunity to re-visit the key themes across the period 1870-1990. Source skills should be addressed with the focus on comparing the weight attached to the opinions and information given in sources.</p>	
Week 18	Revision
<p>Aim: Weeks 8-16 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Students often have difficulty in grasping the chronology of events in the period 1871-1990 because it is a long period in which there was much change. Use timelines to ensure that your students are clear about the period as a whole. Students can create a series of timelines to trace the key themes.</p>	

Paper 3D: Civil Rights and Race Relations in the USA, 1865–2009

When implementing a Scheme of Work for Unit 3, it is important to bear in mind the themes identified in the overview section of the specification for each option. These themes link the content of the topics and will be the focus of essay questions in Section B of the examination (see p 15 of the assessment guidance). Opportunities should be taken to make links and comparisons between the topics. Some of these are identified in teaching points below, but this should not be taken to imply that essays will only address those points identified.

Content		
Week 1	'Free at last', 1865–77	Reasons for, and impact of, the Thirteenth Amendment 1865–77
<p>Aim: Students to understand and explain the passing of the Thirteenth Amendment and to assess its impact to 1877.</p> <p>Topics covered: The significance of the changed economic position of ex-slaves and the development of sharecropping; freedom of movement; the significance of the social and educational opportunities of freedom and increased social tensions; the need for a political settlement and President Andrew Johnson's response.</p> <p>Suggested activities/resources: Causation activity focusing on the reasons for the passing of the Thirteenth Amendment; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, A2 chapter 2. Robin D G Kelley (editor) (Heinemann, 2001) <i>To Make Our World Anew</i> (Oxford University Press, 2005); Alan Farmer, <i>The American Civil War Causes, Courses and Consequences 1803–1877</i> Alan Farmer (Access to History, Hodder, 2008); the film <i>Lincoln</i> (2012); <i>Lincoln</i> (History Channel, 2010).</p> <p>Teaching points to note: At the beginning of the course it is advisable to establish the key themes to be addressed across the topics. Students also need to use skills of analysis and evaluation in relation to two sources in Section A of the exam paper. Opportunities to address themes: 1) the role of the federal Government, Congress, the presidency and the Supreme Court in changing race relations; 4) the changing economic and educational opportunities for black Americans. Students may need a brief introduction to the American system of government and the Constitution. Students often find impact a difficult concept; there is an opportunity here to distinguish between reasons for the passing of the Thirteenth Amendment in 1865 and its impact in the period to 1877.</p>		

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Week 2	'Free at last', 1865–77	Northern radicals and 'Radical Reconstruction' 1867–77
<p>Aim: Students to understand and explain the impact of the Reconstruction.</p> <p>Topics covered: The impact of military rule in the South; the significance of the Fourteenth and Fifteenth Amendments and the Civil Rights Act 1875; significance of the presence of black representatives in federal and state legislatures.</p> <p>Suggested activities/resources: Chart activity mapping the terms of the amendments and the CRA 1875 and their impacts: David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 3 and A2 chapter 2; Vivian Saunders, <i>Civil Rights in the USA 1945–68</i>, chapter 1 parts 6 and 7; Matthew Lynch (editor), <i>Before Obama: A Reappraisal of Black Reconstruction Era Politicians</i> (Praeger Publishers, 2012), considers the 2000 black people who held political office in the south between 1865 and 1876; Stephen G N Tuck (editor), <i>We Ain't What We Ought To Be</i>, (chapter 2 discusses the limits of reconstruction).</p> <p>Teaching points to note: Key themes to address: 1) the role of the federal Government, Congress, the presidency and the Supreme Court in changing race relations. Students may find it useful to begin to construct charts mapping key themes across the period. These can be developed throughout the course.</p>		
Week 3	'Free at last', 1865–77	The backlash
<p>Aim: Students to describe the actions of the opponents to black freedoms and explain their impact.</p> <p>Topics covered: The impact of the Ku Klux Klan and the White League, including the incidence of lynching; the impact of the restoration of Democrat control in the south and the end of Reconstruction 1877.</p> <p>Suggested activities/resources: Source skills activity focusing on the impact of opposition to black rights. Timeline activity tracing changes over the period 1865–77. David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 3 and A2 chapter 2; Stephen G N Tuck (editor), <i>We Ain't What We Ought To Be</i>, (chapter 3 discusses the reassertion of white supremacy); James Michael Martinez, <i>Carpetbaggers, Cavalry, and the Ku Klux Klan: Exposing the Invisible Empire During Reconstruction</i> (Rowman & Littlefield, 2007), discusses the rise and fall of the Reconstruction era KKK; <i>Ku Klux Klan: A Secret History</i> (History Channel, 2010).</p> <p>Teaching points to note: Key themes to address: 3) the forces resisting change. Students need to use skills of analysis in evaluating two sources in Section A of the exam paper.</p>		

Week 4	'The triumph of 'Jim Crow', 1883–c.1900	The role of the Supreme Court:
<p>Aim: Students to understand the role of the Supreme Court in enshrining inequalities in the law.</p> <p>Topics covered: The impact of the civil rights cases 1883; the impact of Plessy versus Ferguson 1896, Mississippi versus Wilkinson 1898 and Cumming versus the Board of Education 1899.</p> <p>Suggested activities/resources: David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, A2 chapter 2; Leon F Litwack, <i>Trouble in Mind: Black Southerners in the Age of Jim Crow</i> (Knopf, 2010), comprehensive account of the brutalities of Jim Crow; William H Chafe, Raymond Gavins and Robert Korstad (editors) <i>Remembering Jim Crow</i> (The New Press, 2014), an oral history of the experiences of black men and women during who lived in the segregated south; http://www.ourdocuments.gov/doc.php?flash=true&doc=52 has details of Plessy v Ferguson including criticism of the ruling.</p> <p>Teaching points to note: Key themes to address: 1) the role of the federal government, Congress, the presidency and the Supreme Court in changing race relations. Key themes will be examined in Section B of the exam paper which focuses on history in breadth. Students may take the opportunity to compare the role the federal government in this era with its role in 1865-77.</p>		
Week 5	'The triumph of 'Jim Crow', 1883–c.1900	The spread of Jim Crow Laws and the impact of pressure groups in the south:
<p>Aim: Students to understand and explain the impact of the Jim Crow Laws and the response of black Americans to their imposition.</p> <p>Topics covered: Changes to rail travel in Florida 1887; extension of segregation to other social areas and other states; the impact of new laws on educational and economic opportunities for black Americans, including the drift to the North and West. Booker T Washington and the black response to segregation.</p> <p>Suggested activities/resources: Source skills activity focusing on the role of Booker T Washington; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, A2 chapter 2; Ron Field, <i>Civil Rights in America 1865-1980</i>, (CUP 2002) discusses Jim Crow and its impact in chapter 4; http://www.pbs.org/wnet/jimcrow/stories_people_booker.html has links to Booker T Washington's speeches.</p> <p>Teaching points to note: Key themes to address: 2) the pressure groups and individuals campaigning for change; 4) the changing economic and educational opportunities for black Americans; 5) the changing pattern of settlement and housing for black Americans. Students may take the opportunity to focus on the relative weights that can be attached to two contemporary sources contrasting interpretations relating to the role of Booker T Washington, to develop the skills needed to tackle the source question in Section A of the exam paper.</p>		

Week 6	The triumph of 'Jim Crow', 1883–c.1900	Excluding black voters
<p>Aim: Students to understand the impact of the Jim Crow Laws on the political rights of black Americans.</p> <p>Topics covered: The impact of discrimination in Mississippi from 1890; the impact of Louisiana's Grandfather Clause 1898; the general impact on voting opportunities in the south of similar discriminations by the early 20th century.</p> <p>Suggested activities/resources: Chart activity mapping the range of restrictions imposed by the Jim Crow Laws; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, A2 chapter 2; Vivienne Sanders, <i>Race Relations in the USA 1863-1980</i>, chapters 2 and 3; Stephen G N Tuck (editor); <i>We Ain't What We Ought To Be: The Black Freedom Struggle from Emancipation to Obama</i>, (chapter 4 discusses the response to segregation amongst leading black thinkers and organisers); Robin D G Kelley (editor), <i>To Make Our World Anew</i> (Oxford University Press, 2005), chapter 6.</p> <p>Teaching points to note: Key themes to address: 3) the forces resisting change; Some students may extend their learning at this point by contrasting the restrictions imposed by the Jim Crow Laws with the rights enshrined in the Constitution. Students may take the opportunity to focus on the relative weights that can be attached to two pieces of contemporary source material relating to the impact of discrimination.</p>		
Week 7	Roosevelt and race relations, 1933–45	The pattern of black settlement
<p>Aim: Students to understand and assess changes in blacks the social, economic and political positions of black Americans.</p> <p>Topics covered: The changed pattern of black settlement in the USA by 1933 and the reasons for further changes: 1933–45 and their social impact; the significance of changes in black voting patterns; the impact of pressure groups, including the NAACP.</p> <p>Suggested activities/resources: Flow diagram mapping the changes in black settlement; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 4.; William T Martin Riches, <i>The Civil Rights Movement: Struggle and Resistance</i> (Palgrave, 2010), chapter 1, pages 18–24; Peter Clements, <i>Prosperity Depression and the New Deal</i> (Access to History, Hodder, fourth edition, 2008), chapters 3 and 9; Vivienne Sanders, <i>Race Relations in the USA 1863-1980</i>, chapter 4;.</p> <p>Teaching points to note: Key themes to address: 2) the pressure groups and individuals campaigning for change; 4) the changing economic and educational opportunities for black Americans; 5) the changing pattern of settlement and housing for black Americans. Students have the opportunity to develop skills in discussing continuity and change in preparation for essay. questions focusing on themes in breadth.</p>		

Week 8	Roosevelt and race relations, 1933–45	The significance of the influence of southern whites in the Democrat Party and the failure of Congress to address black grievances
<p>Aim: Students to understand and assess the significance of southern white influence and the failures of Congress.</p> <p>Topics covered: The significance of the influence of southern whites in the Democrat Party and the failure of Congress to address black grievances, including the continuation of Jim Crow Laws, exclusion of black voters and the defeat of federal attempts at introducing anti-lynching legislation; the effects of the AAA on black farmers; the impact of segregation in the CCC and differential wages in the NRA; the position of black combatants during the war.</p> <p>Suggested activities/resources: Comparison activity mapping the attitudes and action of those who sought extensions to black rights with the forces that opposed change; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 4. William T Martin Riches, <i>The Civil Rights Movement: Struggle and Resistance</i> (Palgrave, 2010), chapter 1, Peter Clements, <i>Prosperity Depression and the New Deal</i> (Access to History, Hodder, fourth edition, 2008), chapters 3 and 9.</p> <p>Teaching points to note: Key themes to address: 1) the role of the federal Government, Congress, the presidency and the supreme court in changing race relations, 3) the forces resisting change. These topics could be examined in breadth in a thematic question. A range of contemporary source material is available which relates to the impact of the New Deal. Students should gain experience in analysing sources of different types.</p>		
Week 9	Roosevelt and race relations, 1933–45	The positive impact of the New Deal
<p>Aim: Students to identify and assess the positive aspects of the New Deal for Black Americans.</p> <p>Topics covered: The importance of increased welfare benefits to black workers and their families; the significance of the work of Eleanor Roosevelt and the increase in jobs in the federal bureaucracy for black Americans; the significance of federal government policies on race during the war years.</p> <p>Suggested activities/resources: Source skills activity focusing on the significance of government policies in improving rights for blacks in the New Deal era; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 4; Peter Clements, <i>Prosperity Depression and the New Deal</i> (Access to History, Hodder, fourth edition, 2008); chapters 3 and 9; Vivienne Sanders, <i>Race Relations in the USA 1863–1980</i>, chapter 4; Lauren R Sklaroff, <i>Black Culture and the New Deal</i> (The University of North Carolina Press, 2014), examines the extent to which the Roosevelt administration celebrated black Americans by offering government support to notable black intellectuals, artists, and celebrities.</p> <p>Teaching points to note: Key themes to address: 1) the role of the federal Government, congress, the presidency and the supreme court in changing race relations; 4) the changing economic and educational opportunities for black Americans; 5) the changing pattern of settlement and housing for black Americans. Students may take the opportunity to update their theme charts mapping continuity and change across the period from 1865. A range of contemporary source material is available relating to these topics. Students could explore the relative usefulness of sources of different types, for example a speech and a personal account.</p>		

A Getting started for teachers

Week 10	'I have a dream', 1954–68	Pressure for change in civil rights 1954–65
<p>Aim: To understand and assess the impact of civil rights groups on securing rights for black Americans 1957–65.</p> <p>Topics covered: The significance of the NAACP and the case of Brown versus the Board of Education, including the role of Earl Warren; the impact of victory in Montgomery; the work and impact of Martin Luther King, SCLC, SNCC and CORE 1957–65; .</p> <p>Suggested activities/resources: Source activity focused on the role of the NAACP at Little Rock; Robin Bunce and Laura Gallagher, <i>Pursuing Life and Liberty: Equality in the USA 1945–1968</i>, chapters 4 and 5; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 6; Vivian Saunders, <i>Civil Rights in the USA 1945–68</i>; chapter 3 parts 5–7; William T Martin Riches, <i>The Civil Rights Movement: Struggle and Resistance</i>, chapter 1, pages 25–31; Adam Fairclough, <i>To Redeem the Soul of American: The Southern Christian Leadership Conference and Martin Luther King, Jr.</i> (University of Georgia Press, 2001), chapters 10, 11 and 14; Clayborne Carson et al. (Ed), <i>The Eyes on the Prize Civil Rights Reader</i>, 1991 has a wide range of documentary material with commentary; <i>Eyes on the Prize</i> (Season 1 and Season 2).</p> <p>Teaching points to note: Key themes to address: 1) the role of the federal government, Congress, the presidency and the Supreme Court in changing race relations; 2) the pressure groups and individuals campaigning for change. Students should be increasingly confident in using two sources in combination with their knowledge to reach a judgement based on the weight attached to the evidence.</p>		
Week 11	'I have a dream', 1954–68	'I have a dream', 1954–68
<p>Aim: To assess the impact of the work of Martin Luther King.</p> <p>Topics covered: The work and impact of Martin Luther King, SCLC, SNCC and CORE 1957–65; the impact of the media; the significance of the improving economic and educational opportunities for black Americans; the continuation of ghettos; the white backlash.</p> <p>Suggested activities/resources: Mapping activity charting King's campaigns and their impact; Robin Bunce and Laura Gallagher, <i>Pursuing Life and Liberty: Equality in the USA 1945–1968</i>, chapters 6 and 7; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 7 and chapter 12; Vivian Saunders, <i>Civil Rights in the USA 1945–68</i>, chapter 3 parts 8–12; chapter 4, 6 and 8. William T Martin Riches, <i>The Civil Rights Movement: Struggle and Resistance</i>, chapters 3 and 4; Stephen G N Tuck (editor), <i>We Ain't What We Ought To Be</i>, chapter 9 discusses the civil rights movement in the early 1960s; Kevern Verney, <i>Black Civil Rights in America</i> (Routledge, 2000), chapters 1 and 2. <i>Eyes on the Prize</i> (Season 1 and Season 2); <i>Martin Luther King and the March on Washington</i> (BBC, 2013); <i>Martin Luther King - American Prophet</i> (BBC, 2009); the film: <i>Selma</i>, (2015).</p> <p>Teaching points to note: Key themes to address: 1) the role of the federal Government, congress, the presidency and the Supreme Court in changing race relations; 2) the pressure groups and individuals campaigning for change; 3) the forces resisting change; 5) the changing pattern of settlement and housing for black Americans. Students find it easier to describe and explain King's successes than they do to assess his impact. There is an opportunity here to develop and hone skills in judging impact</p>		

Week 12	'I have a dream', 1954–68	Landmark legislation
<p>Aim: Students to develop knowledge of the key legislation and assess its strengths and weaknesses in extending the rights of black Americans.</p> <p>Topics covered: The significance of the Civil Rights Acts 1964 and 1968 and the Voting Rights Act 1965; the role of Lyndon Johnson.</p> <p>Suggested activities/resources: Flow diagram activity linking key campaigns to legislation. Robin Bunce and Laura Gallagher, <i>Pursuing Life and Liberty: Equality in the USA 1945–1968</i>, chapter 4 and 5; David Paterson and Susan and Doug Willoughby, <i>Civil Rights in the USA, 1863–1980</i>, AS chapter 6; Vivian Saunders, <i>Civil Rights in the USA 1945–68</i>, chapter 3 parts 5–7; Clayborne Carson et al. (Ed), <i>The Eyes on the Prize Civil Rights Reader</i>, 1991 has a wide range of documentary material with commentary; http://www.core-online.org/History/history_links.htm has links to all the relevant legislation;</p> <p>Teaching points to note: Key Themes to address: 1) the role of the federal government, Congress, the presidency and the Supreme Court in changing race relations. Students may extend their learning by mapping the role of the different presidents in civil rights legislation across the period from 1865. Students should also be becoming more confident in applying contextual knowledge to their analysis of contemporary source material.</p>		
Week 13	'I have a dream', 1954–68	Increasing divisions in the civil rights movement.
<p>Aim: Students to understand and explain the reasons for divisions in the civil rights movement and the rise of black power.</p> <p>Topics covered: Increasing divisions in the civil rights movement, including the rise of black power; the significance of the expulsion of whites from SNCC and CORE and the growth of the Black Panthers; the role of Malcolm X; the significance of King's stance on the Vietnam War and his assassination.</p> <p>Suggested activities/resources: Source skills activity focusing on the rise of black power; Robin Bunce and Laura Gallagher, (Hodder, 2009) <i>Pursuing Life and Liberty: Equality in the USA 1945–1968</i>, section 3; David Paterson and Susan and Doug Willoughby, (Heinemann, 2001) (<i>Civil Rights in the USA, 1863–1980</i>, AS chapter 11 and A2 chapter 4; Vivian Saunders, (Hodder, 2008) <i>Civil Rights in the USA 1945–68</i>, chapter 5; William T Martin Riches, (Palgrave, Mcmillian, 2004) <i>The Civil Rights Movement: Struggle and Resistance</i>, chapter 4, page 84–90; Charles Earl Jones, <i>The Black Panther Party (Reconsidered)</i> (Black Classic Press, 1998), introduction; Stephen G N Tuck (editor), <i>We Ain't What We Ought To Be</i>, chapter 10 examines black power; Manning Marable, <i>Malcolm X: A Life of Reinvention</i> (Allen Lane, 2011); PBS web documentaries: www.pbs.org/black-culture/explore/civil-rights-movement/#.U7aU8k1fdD8; film: <i>Malcolm X</i> 1992; the film: <i>The Black Power Mixtape 1967–1975</i> (PBS, 2011).</p> <p>Teaching points to note: Key themes to address: 2) the pressure groups and individuals campaigning for change; 4) the changing economic and educational opportunities for black Americans; 5) the changing pattern of settlement and housing for black Americans. Source skills should be addressed with the focus on comparing the weight attached to the opinions in the sources.</p>		

Week 14	Race relations and Obama’s campaign for the presidency, c.2000–09	Black voters and black politicians at the turn of the century:
<p>Aim: Students to understand and assess progress in civil rights by 2000.</p> <p>Topics covered: The significance of the numbers and geographical distribution of black voters; the significance of the increase in black Americans holding political offices and the growth of a black middle class; continuing areas of racial tension, including policing.</p> <p>Suggested activities/resources: Chart activity mapping the social, economic and political rights of blacks at the turn of the century; William T Martin Riches, <i>The Civil Rights Movement: Struggle and Resistance</i>, (chapters 5–9 deal with the period 1968–2009); Stephen G N Tuck (editor), <i>We Ain’t What We Ought To Be</i>,(chapter 11 discusses the background to Obama’s election); Robin D G Kelley (editor), <i>To Make Our World Anew</i>;chapter 10; Anthony Painter, <i>Barack Obama: The Movement for Change</i> (Arcadia, 2008); The Institute of Politics, John F Kennedy School of Government, Harvard University, <i>Campaign for President: The Managers Look at 2008</i> (Rowman & Littlefield, 2009); <i>By the People</i> (HBO, 2009).</p> <p>Teaching points to note: Key themes to address: 4) the changing economic and educational opportunities for black Americans; 5) the changing pattern of settlement and housing for black Americans. Students may need a brief summary of developments in civil rights since 1968, but this is not an area of assessed content. There is an opportunity to develop judgements by looking at progress in political, social and economic rights across the period from 1865. Students should also be becoming more confident in the application of criteria in their evaluation of contemporary source material. The higher levels of the mark schemes indicate the qualities they should seek to develop in their work.</p>		
Week 15	Race relations and Obama’s campaign for the presidency, c.2000–09	The political career of Barack Obama
<p>Aim: Students to outline and assess the key factors in the rise of Barack Obama.</p> <p>Topics covered: The importance of his career to 2006, including his election as Senator for Illinois in 2004; the reasons for his success in gaining the Democratic nomination for the presidency, including his personality, rhetorical abilities, the nature of the opposition, new election strategies and policies.</p> <p>Suggested activities/resources: Source activity focusing on Obama’s nomination for presidency; Michael Tesler and David O Sears, <i>Obama’s Race: The 2008 Election and the Dream of a Post-Racial America</i> (Chicago University Press, 2010), discusses the role that race played in Obama’s election; Barack Obama, <i>Dreams from My Father (A Story of Race and Inheritance)</i> (2008).</p> <p>Teaching points to note: Key themes to address: 2) the pressure groups and individuals campaigning for change. Students should be increasingly confident in using two sources in combination with their knowledge to reach a judgement based on the weight that can be attached to the evidence.</p>		

Week 16	Race relations and Obama's campaign for the presidency, c.2000–09	The reasons for victory in November 2008
<p>Aim: Students to understand and explain the reasons for Obama's electoral victory with the focus on the relative significance of factors.</p> <p>Topics covered: The reasons for victory in November 2008; the significance of his victory and the response to it of black and white Americans.</p> <p>Suggested activities/resources: Causation activity focusing on the relative importance of factors in explaining Obama's victory; William T Martin Riches, <i>The Civil Rights Movement: Struggle and Resistance</i>, (chapter 10 deals with Obama's election); Jason Porterfield, <i>The Election of Barack Obama: Race and Politics in America</i> (Rosen, 2010), situates Obama's 2008 victory in the context of the struggle for black rights; Anthony Painter, <i>Barack Obama: The Movement for Change</i> (Arcadia, 2008); Barack Obama; <i>Change We Can Believe In: Barack Obama's Plan to Renew America's Promise</i> (2009).</p> <p>Teaching points to note: Key themes to address: 1) the role of the federal government, Congress, the presidency and the Supreme Court in changing race relations. 2) the pressure groups and individuals campaigning for change Students should be increasingly confident in drawing out material to explore the key themes from the topics they have studied.</p>		
Week 17	Revision	
<p>Aim: Weeks 1-7 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Students will appreciate the opportunity to re-visit the key themes across the period 1865-2009. Source skills should be addressed with the focus on comparing the weight attached to the opinions and information given in sources.</p>		
Week 18	Revision	
<p>Aim: Weeks 11-16 of this unit.</p> <p>Suggested activities/resources: The programme of revision will depend on the perceived gaps in the student's knowledge and skills.</p> <p>Teaching points to note: Students have difficulty in grasping the chronology of the period 1865-2009 because it is a long period in which there was much change. Use timelines to ensure that your students are clear about the period as a whole. Students can create a series of timelines to trace the key themes.</p>		

Unit 4

Option 4A: The Making of the Modern World, 1805-71

Content		
Week 1	The Napoleonic Empire, c1805-14	Overview of events/impact of Napoleonic rule on Europe
<p>Aim: Students to gain knowledge and understanding of the context of the Napoleonic Empire for 19th Europe and the events of 1789-1814 and to begin to develop skills of analysis of interpretations.</p> <p>Topics covered: Political geography of Europe 1789; French Revolution and impact on Europe 1789-99; from Consulate to Empire 1799-1804; successes 1804-c1807 and redrawing the map of Europe; struggle and failure 1808-1814.</p> <p>Suggested activities/resources: Map exercise – establish the map of Europe in 1789 and chart the impact of the Revolution and Napoleon at key dates across the time period to 1814 using a series of outline maps with key – describe and explain the change over time from c1805-1814; timeline of events 1789-1804 – produce a brief annotated/illustrated timeline to establish overview of events to 1804; create a class annotated/illustrated wall map to show the key events 1804-1814 – discuss key decisions and turning points to establish. <i>A Stiles, Access to History: Napoleon, France and Europe</i> (Hodder and Stoughton, 1993) Chapter. 3; T Chapman, <i>The Congress of Vienna</i> (Routledge, 1998) Chapter.1; D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) Part 1; S J Lee. <i>Aspects of European History</i>; (Routledge, 1988) Chapter 2 – a concise overview.</p> <p>Teaching points to note: Knowledge of events from 1789-1804 is not required with regard to assessment and so the overview is for background contextual purposes only – divide teaching time up accordingly with an emphasis on the development of political systems and ideas during the period. As an introduction to the assessment focus of this topic, it would be helpful for students to appreciate different views or emphases encountered in their reading about an aspect of the topic. The downfall of the Napoleonic Empire is a discrete area for study with regard to AO3 (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 across the whole time period and the often contradictory legacy left by the Napoleonic Empire on the growth and type of nationalism that developed in Europe (particularly Italy and Germany).</p>		

<p>Week 2 (the elements of Weeks 2-4 could be rearranged to fit a variety of approaches to the debate)</p>	<p>What explains the downfall of the Napoleonic Empire, c1805-14?</p>	<p>The role of Britain and stretching the Empire (1) – ‘the Spanish Ulcer’</p>
<p>Aim: To understand and evaluate the role of Britain in the downfall of Napoleon.</p> <p>Topics covered: The importance of Britain’s role, including sea power and its economic and financial strength; the significance of the Peninsular War 1808-14; failure of the Continental System.</p> <p>Suggested activities/resources: Counter-factual exercise – determine the significance/impact of Britain in the war against Napoleon by contemplating what might have happened if? e.g. Nelson’s navy had lost the Battle of Trafalgar. A Stiles, <i>Access to History: Napoleon, France and Europe</i> (Hodder and Stoughton, 1993) Ch. 4-5; D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) Part 1.4; S J Lee. <i>Aspects of European History</i>, (Routledge, 1988) Ch 4 – a concise overview; R Knight, <i>Britain Against Napoleon: The Organization of Victory, 1793-1815</i>, (Penguin, 2014).</p> <p>Teaching points to note: Having established what happened to Napoleon’s Empire c1805-1814 it is important to spend as much time as possible introducing students to AO3 concepts and skills – Historical interpretations. Historical Interpretations is not historiography – students do not have to understand the evolution of differing viewpoints/causes of Napoleon’s downfall 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 views in the extracts. Students, however, may become aware that an individual historian supports one viewpoint or another and this is a good stepping stone to further study.</p>		
<p>Week 3</p>	<p>What explains the downfall of the Napoleonic Empire, c1805-14?</p>	<p>Stretching the Empire (2) – Russia & Coalition Victory 1814</p>
<p>Aim: STo understand and evaluate the campaigns fought from the invasion of Russia to defeat in 1814/the role of the coalition in the defeat of France.</p> <p>Topics covered: The invasion of Russia in 1812, the significance of the Peninsular War 1808-14, the significance of military reform in Austria and Prussia, the conflict in German and France 1813-14, the role of Castlereagh. A Stiles, <i>Access to History: Napoleon, France and Europe</i> (Hodder and Stoughton, 1993) Ch. 4-5; D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) Part 1.4; S J Lee. <i>Aspects of European History</i>, (Routledge, 1988) Ch 4 – a concise overview; see list of textbooks.</p> <p>Suggested activities/resources: Causation exercise: focus on relative importance – weigh up the significance of events by identifying evidence for and against each being the key turning-point (the event which sealed Napoleon’s fate) – 1) which event has most evidence for? – where does it come on the timeline? (does it lead to a chain reaction or is their one decisive blow) 2) is there a factor connected to all/ most important events – does this suggest underlying cause(s)?</p> <p>Teaching points to note: 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. Students should also become confident in analysing extracts to identify and understand the views and claims made by historians.</p>		

Week 4	What explains the downfall of the Napoleonic Empire, c1805-14?	Significance of Napoleon as a political and military leader
<p>Aim: To understand and evaluate the role of Napoleon in the defeat of Napoleon's France.</p> <p>Topics covered: The significance of Napoleon's role as political and military leader, including the implementation of the Continental System. Debate: What explains the downfall of the Napoleonic Empire, c1805-1914?</p> <p>Suggested activities/resources: Role of the individual – in-depth investigation into Napoleon's responsibility for his own downfall – take the role of an investigative journalist – identify key questions that should be asked of Napoleon after his surrender about the consequence of his own actions/decisions – write an in-depth magazine article or role play/hot seat an interview with a teacher or student taking the part of Napoleon. 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- crucial role of Britain; devastating defeat in Russia; Napoleon's mistakes; popular resentment against French 'tyranny'; the resurgence of the Prussia/Austria and the coalition; French over-stretch etc. Each team should find an extract from a secondary source to support their case and use it as the basis for their initial debate speech. A Stiles, <i>Access to History: Napoleon, France and Europe</i> (Hodder and Stoughton, 1993) Chapters. 4-5, 8; D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) Part 1.4; S J Lee. <i>Aspects of European History</i>, (Routledge, 1988) Chapter 4 – a concise overview; G Ellis, <i>Napoleon</i> (Routledge, 2000); M Price, <i>Napoleon: The End of Glory</i> (OUP, 2014); C Emsley. <i>Napoleon</i>, (Routledge, 2014). 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: 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 practice extract-based essay questions for internal assessment (it will also give students practice in reading with a questioning mind).</p>		

Week 5	The Treaty of Vienna, 1815	The peace settlement and the search for security
<p>Aim: Students to understand the impact of the Jim Crow Laws on the political rights of black Americans.</p> <p>Topics covered: To understand and explain the aims, objectives and agreements made at the Congress of Vienna and the short-term consequences for European diplomacy.</p> <p>Suggested activities/resources: Congress of Vienna simulation – groups take the role of the ‘great powers’ (aims, objectives, desired map of Europe etc) and attempt to negotiate a settlement – there are several examples of simulation exercises to be found on-line. Compare simulated settlement with the real outcome. Map exercise - annotate a map of Congress Europe illustrating the outcomes and potential flashpoints for the future. D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – (Part 2 provides an excellent context for events in Vienna; T Chapman, <i>The Congress of Vienna</i> (Routledge, 1998) Chapters 2-3; S J Lee, <i>Aspects of European History</i>, (Routledge, 1988) Chapter 5; E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Chapter 1.</p> <p>Teaching points to note: 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. Learners should understand the concept of ‘diplomacy’ in the context of European ‘great power’ relations (as an aspect of foreign policy rather than being ‘diplomatic’ with regard to politics in general).</p>		
Week 6	The Treaty of Vienna and its aftermath, 1815-48	Changing pattern of European diplomacy and the interplay between ideology and power politics
<p>Aim: To understand the changing pattern of relationships between the European powers 1815-48, particularly the impact of liberal and nationalist ideas and events in the Near East.</p> <p>Topics covered: The significance of the Greek revolt and independence and the Belgian revolt and independence; the significance of the Münchengerätz Agreement of 1833 and the Quadruple Alliance 1834; the impact of the Near Eastern crisis of 1839–40 on the relations between the great powers of Europe. brief reference to the growth of liberalism and nationalism in Italy and Germany.</p> <p>Suggested activities/resources: Change and continuity activity – create a diagram to chart the ‘great power’ alignments in the period 1815-48 and ‘great power’ reactions to events in Greece, Belgium, Italy, Germany and the Near East. ‘Great Power’ groups from the simulation could investigate the responses of ‘their power’ over the period and outline/explain to the other groups. D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 3; T Chapman, <i>The Congress of Vienna</i> (Routledge, 1998) Chapters 4-5; S J Lee, <i>Aspects of European History</i>, (Routledge, 1988) Chapter 5; E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Chapter 2. Practice essay question – devise/set an essay question that focuses on change/continuity in great power relations over the period 1815-48</p> <p>Teaching points to note: Students should be aware of the concepts of authoritarianism, conservatism, liberalism, nationalism, radicalism and the links between them. Students should understand and be able to explain the ‘rise and fall of the Congress System’ over the years 1815-48 generally but concentrate on the elements outlined in the specification along with impact of events in Italy and Germany (see topics covered). Learners could create and maintain a timeline table of events outlining developments in Austria, Prussia, Russia, France, Britain, Italy, Germany and other European areas to compare/contrast and determine patterns with colour-coding for alliances.</p>		

<p>Week 7 (centres might choose to teach Weeks 7 and 8 as introductions to topics 3.3 and 3.4)</p>	<p>The Treaty of Vienna and its aftermath, 1815-48</p>	<p>The roots and growth of nationalism (Italy)</p>
<p>Aim: To understand and explain the emergence of nationalism in Italy with its challenge to the Vienna Settlement</p> <p>Topics covered: The significance of economic divisions and social problems; secret societies and failed revolutions; the significance of Austrian military power, including intervention in Naples and Piedmont 1821 and repression in Central Italy 1831; the influence of Mazzini and Young Italy from 1831 and the rule of Charles Albert in Piedmont; the role of art and culture in the Risorgimento; the significance of the reforms of Pope Pius IX.</p> <p>Suggested activities/resources:</p> <p>Causation exercise – create a table listing the different factors encouraging challenges to the Vienna Settlement in Italy 1820-47/48 and identifying strengths and weaknesses. Use the table to write a short article commenting on the extent to which Italian nationalism grew 1815-48.</p> <p>Role of art and culture – choose some examples of art or music connected to the Risorgimento – place them around the classroom/area of study – give students a few minutes to look at/listen to each example and write down initial impressions/identify symbols and meanings – collect in observations and discuss with the class as a whole – what are the key themes? what do the figures/symbols mean? how would people have responded at the time? Note: this could also be done for art/music/literature in Germany – to introduce the concept of romantic nationalism.</p> <p>D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 3; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984) Chapters 1 & 3; M Collier, <i>Italian Unification 1820-71</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Chapter 4.</p> <p>Teaching points to note: Students should become familiar with the political map and geography of the Italian peninsular.</p>		

Week 8	The Treaty of Vienna and its aftermath, 1815-48	The roots and growth of nationalism (Germany)
<p>Aim: To understand and explain the emergence of nationalism in Germany with its challenge to the Vienna Settlement; to explain the growing importance of Prussia.</p> <p>Topics covered: The influence and importance of Metternich, including the Karlsbad decrees 1819; the significance of the Hambach Festival 1832; the growing importance of Prussia, including the Zollverein of 1833, the mobilisation and confrontation with France in 1840 and the issue of railways and the meeting of the United Diet in 1847; the significance of the Schleswig-Holstein issue.</p> <p>Suggested activities/resources: Causation exercise – create a table listing the different factors encouraging challenges to the Vienna Settlement in Germany 1820-47/48 and identifying strengths and weaknesses. Use the table to write a short article commenting on the extent to which German nationalism grew 1815-48. Note: carrying out the same exercise for both Italy and Germany allows students to compare the types and strength of nationalism in the two areas. D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 3; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984) Chapters 7 & 9; M Gorman, <i>The Unification of Germany</i>, (Cambridge, 1989). Practice essay – devise/set an essay that focuses on the relative importance of one of the key factors in the growth of nationalism in either Italy or Germany 1815-48 – assess using generic level of response mark scheme.</p> <p>Teaching points to note: Students should become familiar with the political map and geography of Germany – including concepts of Kleindeutschland and Grossdeutschland, the location of Prussia and the nature of the Austrian Empire.</p>		
Week 9	The rise of Piedmont and the unification of Italy, 1848-70	The revolutions of 1848-9
<p>Aim: To understand and explain the causes, course and failures of the revolutions in Italy 1848-49; to understand the immediate consequences of the 1848-9 revolutions for Italian unification.</p> <p>Topics covered: Reasons for revolutions and their geographical range and impact, including the Roman Republic, 1848–49; Piedmont’s role in the First Italian War of Independence; reasons for the failure of revolutions, including the Austrian and French intervention.</p> <p>Suggested activities/resources: Similarity and difference – create a table of revolutionary events outlining the causes, response of the ruler, revolutionary leadership, key events and reasons for failure for each of the Italian states. Use the table to write a commentary on the similarities and differences of events in the different states. In-depth investigation – the Roman Republic – produce a script for a 3-5 minute news item looking in detail at the events in Rome leading up to the establishment of the French garrison. Summarising – devise newspaper headlines to sum up the outbreak, course and ultimate failure of the revolutions in Piedmont, the ‘Two Sicilies’, Milan, Venice and Rome. D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 4; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984); M Collier, <i>Italian Unification 1820-71</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Ch 4.</p> <p>Teaching points to note: Students may benefit from being given a timeline of events in Italy 1848-70 at the beginning of weeks 9-11 – from this key dates/turning points and patterns of activity in the process of unification can be charted.</p>		

Week 10	The rise of Piedmont and the unification of Italy, 1848-70	Developments in Piedmont 1849-58
<p>Aim: To explain the significance of developments in Piedmont (including the role of key individuals) 1849-58 in the unification of Italy; and explain the role of diplomacy in the development of Piedmont.</p> <p>Topics covered: The rule of Victor Emmanuel II and the appointment of Cavour (1852) and the impact, including anticlericalism and economic developments in Piedmont; developments in diplomacy, including the significance of the Crimean War and subsequent relations with Britain and France.</p> <p>Suggested activities/resources: Consequence/impact – identify the key individuals, developments contributing to the rise of Piedmont in the 1850s – find a picture/illustration to represent each – think about how each of these individuals/development might aid Italian unification in the future and choose another picture/illustration to represent these – explain the connection either in writing or verbally.</p> <p>D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 4; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984); M Collier, <i>Italian Unification 1820-71</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Ch 10.</p> <p>Practice essay Devise/set an essay focusing on the reasons for the rise of Piedmont in the 1850s – assess using the generic level of response mark scheme.</p> <p>Teaching points to note: Describing the development of Piedmont during the 1850s does not in itself explain the role of Piedmont in the unification process, it is important that students understand how these developments directly impacted on the shaping of unification 1859-70.</p>		

Week 11	The rise of Piedmont and the unification of Italy, 1848-70	Second Italian War of Independence and its aftermath/ The completion of unification: Venice and Rome
<p>Aim: To chart and explain the elements that shaped the process of Unification of Italy 1859-70; and to understand the extent and nature of Italian unity in 1870.</p> <p>Topics covered: Reasons for the Second Italian War of Independence and its impact in north and central Italy; Garibaldi's takeover of the south in 1860 and the subsequent unification of north and south 1860–61; Garibaldi and Rome and its impact; conflict and repression in the south; the war of 1866 and the takeover of Venice; the question of Rome and its resolution 1870; the influence of developments outside Italy in achieving unification and the legacy of this for Italian nationalism.</p> <p>Suggested activities/resources: Map exercise – create an annotated map to show the different stages of the process of unification or cut out the shapes of the Italian states and put them together to show how the 'shape' of a united Italy came together (these could be stuck on to pieces of paper or the shapes could be arranged with photographs taken of them at various stages) – these could also be used to show the different aspirations of various individuals/agreements for Italy at specific stages in the process e.g. Napoleon III's vision for Italy at Plombieres. Role of individuals – balloon debate – one person takes the role of a key individual in the process of unification – the individuals are in a balloon that requires weight to be jettisoned if it is to remain flying or in this case achieve Italian unification - each 'individual' puts forward an argument for being the most important in the process – at the end of each round one individual is jettisoned from the balloon until only one is left (each round could address different issues/questions). D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 4; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984); M Collier, <i>Italian Unification 1820-71</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Ch 10.</p> <p>Teaching points to note: An understanding of the chronology of events and the timespan between events is vital – this also applies to the period 1862-71 for German unification.</p>		

Week 12	Prussia and the creation of the Second Reich, 1848-71	The revolutions of 1848-9
<p>Aim: To understand and explain the causes, course and failures of the revolutions in Germany 1848-49; to explain the reasons for the initial success and ultimate failure of the Frankfurt Parliament; to understand the significance of the 1848-9 revolutions for Austria, Prussia and German unification.</p> <p>Topics covered: The revolutions of 1848-49 in Germany and the Austrian Empire. reasons for the revolutions and their immediate impact; the role of Russia and the suppression of revolt in the Austrian Empire; the Frankfurt Parliament and its importance and the reasons for its failure; the role of the Prussian Army in restoring order throughout Germany.</p> <p>Suggested activities/resources: Similarity and difference – create a table of revolutionary events outlining the causes, response of the ruler, revolutionary leadership, key events and reasons for the failure for each of the German states affected including Prussia and Austria. Use the table to write a commentary on the similarities and differences of events in the different states. In-depth investigation – the Frankfurt Assembly – produce a blog commenting on the key events in the creation, operation and ultimate demise of the Assembly. Summarising – devise newspaper headlines to sum up the outbreak, course and ultimate failure of the revolutions in Baden, Prussia, Austria, the Frankfurt Assembly, Bavaria. D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 3; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984); B Whitfield, <i>Germany 1848-1914</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Chapter 4.</p> <p>Teaching points to note: Students may benefit from being given a timeline of events in Germany 1848-71 at the beginning of Weeks 12-15 – from this key dates/turning points and patterns of activity in the process of Prussian ascendancy and German unification can be charted.</p>		

Week 13	Prussia and the creation of the Second Reich, 1848-71	Germany in the 1850s and the seeds of unification
<p>Aim: To identify and explain the factors influencing political and economic developments in Germany in the 1850s; and compare developments in Austria and Prussia to 1861.</p> <p>Topics covered: The Erfurt Union and the Austrian triumph at Olmütz 1850; economic developments in Austria and Prussia and the importance of the Zollverein; the diplomatic results of the Crimean War for Austria and Prussia.</p> <p>Suggested activities/resources: Change over time – create a graph charting the strength and influence of Austria and Prussia in Germany from 1850 to 1861 (use Week 14’s lessons to complete the graph to 1866) or create an annotated/illustrated timeline from 1850-1861 with developments in Prussia on one side and Austria on the other. D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 4; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984); B Whitfield, <i>Germany 1848-1914</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Ch 11.</p> <p>Teaching points to note: Key assessment concept – continuity and change; change over time. Germany in the 1850s provides an opportunity to discuss short and long term consequences in a historical context – the apparent reassertion of Austrian power at Olmutz in relation to the development of Prussia in the 1850s.</p>		
Week 14	Prussia and the creation of the Second Reich, 1848-71	The rulers of Prussia 1861-64 – Wilhem, Bismarck and Von Moltke
<p>Aim: To understand the role of individuals in the process of German unification and the ascendancy of Prussia; and explain the significance of the war of with Denmark and its outcome on events in German 1864-71.</p> <p>Topics covered: The character of the new king and the attempts to reform the army; the significance of Bismarck’s appointment in 1862 and improving relations with Russia; the significance of the war with Denmark 1864.</p> <p>Suggested activities/resources: Change over time – being a flow diagram charting the role of war in the process of unification – complete in Week 15. Role of the individual – debate focus: Bismarck: opportunist or master planner? – use evidence from Weeks 14-15 to produce an argument in favour of one of these points of view or Significance – establish criteria for judging the historical significance of an individual – use evidence from Weeks 14-15 to establish Bismarck’s significance in the process of unification. D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 4; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984); B Whitfield, <i>Germany 1848-1914</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Ch 11.</p> <p>Teaching points to note: Significance is a key assessment concept – students could be introduced to criteria with which to establish significance in a historical context.</p>		

Week 15	Prussia and the creation of the Second Reich, 1848-71	Unification without Austria 1866-71
<p>Aim: To chart and explain the shaping of German unification as a 'Kleindeutschland' 1866-71; and to explain the nature of the Second Reich and the extent to which Germany was unified in 1871.</p> <p>Topics covered: The reasons for, and impact, of the war with Austria in 1866, including the reasons for the rapid Prussian triumph; the reasons for the growing tensions with France 1867-70 and France's diplomatic isolation; the immediate reasons for the Franco-Prussian War, including the Hohenzollern candidature and the Ems Telegram; reasons for victory and the significance of the establishment of the Second Reich.</p> <p>D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 4; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984); B Whitfield, <i>Germany 1848-1914</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Ch 11.</p> <p>Suggested activities/resources: see Week 14.</p> <p>Map exercise – create an annotated map to show the different stages of the process of unification or cut out the shapes of the major German states and put them together to show how the 'shape' of a united Germany came together (these could be stuck on to pieces of paper or the shapes could be arranged with photographs taken of them at various stages). Create a diagram to reflect the rise of Prussia as the dominant German state in the years 1850-71.</p> <p>Practice essay – devise/set an essay that focuses on the significance of Bismarck in the process of German unification – assess using the generic levels of response mark scheme.</p> <p>Teaching points to note: Students need to be able to understand how the defeats of Austria and France brought other German states into the Prussian sphere of influence.</p>		

Week 16	Unification of Italy and unification of Germany compared	Comparison of the elements of unification
<p>Aim: To compare the elements of unification/Piedmontese and Prussian dominance in Italy and Germany – influences, process and shaping, role of economic factors, role of individuals, role of war, external factors, chance etc.</p> <p>Topics covered: Revolutions of 1848-49 – reasons for success and ultimate failure; role of liberalism and nationalism; growth of dominant states – Piedmont and Prussia; role of individuals; role of war; extent of unification.</p> <p>Suggested activities/resources: Create a chart or table identifying key areas of comparison between Italy and Germany. Use the table to assess and analyse the extent of similarity and difference. R Cameron and C Henderson, <i>The Growth of Nationalism: Germany and Italy 1815-1939</i> (Pulse, 2005); W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984) – excellent exercises; S J Lee, <i>Aspects of European History</i>, (Routledge, 1988) Ch 7, 9, 10; see resource list.</p> <p>Teaching points to note: Key assessment concept of similarity and difference. Section B may include essays that cross over topics 2-4 in the specification – students should be prepared to answer questions which compare/contrast developments in both Germany and Italy. This can also act as a revision exercise.</p>		
Weeks 17 & 18	Revision	Section A (Historical Interpretations) and Section B
<p>Aim: Week 17 -Weeks 1-4 – Section A (Historical Interpretations) Week 18 -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 patterns of change/continuity, devise questions and write essay plans 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 markschemes indicate the qualities students should seek to develop in their approach to analysis and evaluation of the views in the extracts, 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>		

Option 4B: The World in Crisis, 1879–1945

Content		
Week 1	Great power relations, 1879-1914	Long-term influences
<p>Aim: 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: 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: 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. 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. 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. 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: 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. Students should be aware of the concept of the balance of power. Students should also become confident in analysing extracts to identify and understand the views and claims made by historians. The outbreak of war in Europe in 1914 is a discrete area for study with regard to AO3 (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 Peale, <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: 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. Debate: What explains the outbreak of war in Europe between the great powers in August 1914?</p> <p>Topics covered: 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: 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. 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. 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. 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). 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: 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: 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: 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: 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: 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.</p> <p>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: 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: The significance of the Treaties of Versailles, St Germain, Trianon, Neuilly and Lausanne</p> <p>Suggested activities/resources: 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. 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. 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. J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001); S Peple, <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: Students should be aware of the influence of President Wilson’s 14 points on the Conference negotiations. 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
<p>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).</p> <p>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.</p> <p>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, <i>Years of Change: European History</i> (Hodder, 2001); S Peple, <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: 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.</p>		

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: Create a visual or graphic diagram to illustrate the constitution, machinery, commissions, organisations and changing membership of the League with strengths and weaknesses. Timeline – add the events connected to the League of Nations to the annotated timeline created in Week 7. 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? J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001); S Peple, <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). 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 Peple, <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: 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: 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) 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. Create a profile of Hitler focusing on foreign policy aims, objective and actions in the years 1933-39. 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 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: 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’. Debate: Focus on the role of appeasement in the events leading to the outbreak of war. J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001); S Peple, <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: 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: 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: 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. 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. In-depth investigation – events leading to, and consequences of, the Japanese attack on Pearl Harbour and significance for eventual Allied victory/Axis defeat. 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. 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: 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.</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 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: 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: 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: 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). J Laver & R Wolfson, <i>Years of Change: European History</i> (Hodder, 2001);</p> <p>Teaching points to note: 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: 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. 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). 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). 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>		

Unit 4C: The World Divided: Superpower Relations, 1943–90

Content		
Week 1	Outbreak and development of the Cold War 1943-53	Outline of events
<p>Aim: To gain overview of the long-term causes of tensions between the newly emerging superpowers of the post-1945 era and to chart events in the years 1943-53. To begin to develop skills of analysis of interpretations.</p> <p>Topics covered: Seeds of conflict; outline of events – how did the Cold War Develop 1943-53?</p> <p>Suggested activities/resources: Map exercise – create an annotated wall map or individual map showing the political geography of the world in 1943 (including European empires) – identify the key characteristics of the USA and USSR and the underlying aims of foreign policy and Britain and China – class discussion to draw out the possible rivalries and alliances that have already developed or may develop. Use the map to show change over time later in the other three topic areas. Timeline – create an annotated timeline or a detailed chart of events impacting on the two superpowers and in other spheres of influence – suggestions would be to chart events in the USA, USSR and China and then Cold War situations in Europe, South East Asia and Korea, Africa, Middle East and the Americas. Graphic representation – design a graph to show how relations between the USA and USSR develop overtime, and when the situation becomes more ‘hot’ than ‘cold’ – this can be continued for the other three topic areas of the unit. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Chapters 1-2; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapter 7.</p> <p>Teaching points to note: Students will not be assessed on their knowledge of events before 1943 but the conceptual nature of Cold War politics requires a clear understanding of the context in which the post-second World War Cold War developed; students should have a clear understanding of concept of a ‘cold war’ and the potential for development into a ‘hot war’; they should also be aware of the concept of ‘war by proxy’. The Cold War was a phenomenon which had a global impact – students should be aware of the global reach – they should be able to discuss Cold War policies and events by using exemplification – any relevant exemplification included in written responses will be rewarded but students will not be expected or required to use examples other than those named in the specification. As an introduction to the assessment focus of this topic, it would be helpful for students to appreciate differences of view or emphasis encountered in their reading about an aspect of the topic.</p>		

Week 2	What explains the outbreak and development of the Cold War, 1943-53?	Political ideology and economics
<p>Aim: To understand the underlying political and economic ideologies/forces which influenced superpower rivalry 1943-45 and to explain their role in the development of the Cold War.</p> <p>Topics covered: The significance of rival ideologies throughout the world: policy and propaganda – the battle for hearts and minds; The significance of superpower economic issues and interests.</p> <p>Suggested activities/resources: Contemporary source activity – ideological viewpoints – locate political cartoons of events 1943-53 from the US and Soviet perspectives – learners annotate meanings and symbols with reference to ideologies leading to a class discussion. Similarities and differences – create a chart/table to identify the key elements of politics and economics in the USA and the USSR – use the table to evaluate the extent of difference between the two. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Chapters 2-3; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapter 7.</p> <p>Teaching points to note: Students should be made aware of the ‘language’ of the Cold War e.g. East and West; capitalism and communism/ socialism; free market economy, mixed economy, command economy; doves and hawks. The origin and development of the Cold War is a discrete area for study with regard to AO3 (Historical Interpretations) but it also provides the context for teaching and learning topics 2-4. 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. Students should also become confident in analysing extracts to identify and understand the views and claims made by historians.</p>		

Week 3	What explains the outbreak and development of the Cold War, 1943-53?	Great power rivalry; Soviet or American aggression?
<p>Aim: To understand and explain the development of the Cold War as a continuation of ‘traditional’ great power rivalry as ‘superpower’ rivalry (USA v USSR) – expansion or defence?</p> <p>Topics covered: The significance of the pursuit of hegemony and national security, including military and geopolitical considerations.</p> <p>Suggested activities/resources: Create a flow diagram/chart to illustrate events at the Allied conferences at the end of the Second World War – write a commentary on how these conferences affected the balance of world power. Expansion or defence? – choose a ‘Cold War event’ 1945-53, e.g. Berlin Blockade, Korea – divide class into pairs - one person writes a magazine article analysing the situation from the perspective of the USA and the other the USSR/China – compare articles to gain an understanding of different perceptions of the same event. Mapwork – identify the major European colonies and where potential future ‘flashpoints’ might develop. In-depth investigation – research reasons for anti-US feelings/distrust in Central and Latin America (including Cuba) S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 2-3; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Ch.7.</p> <p>Teaching points to note: Students should have an understanding of the terms/concepts – hegemony, national security, geopolitical. Students should have an awareness of how the Allies of the Second World War became enemies so quickly and how the decline of the traditional European empires and subsequent growth of independence movements created the perfect environment for ideological struggle. It is important to spend as much time as possible introducing students to AO3 concepts and skills – Historical Interpretations. Historical interpretations is not historiography – students do not have to understand the evolution of differing viewpoints on the origin of the Cold War but they should understand the nature of the differing viewpoints/reasons. Students should use be able to use their own knowledge to evaluate the views in the extracts provided.</p>		

Week 4	What explains the outbreak and development of the Cold War, 1943-53?	Role of leaders: uncompromising and inflexible leaders? suspicion and misperception?
<p>Aim: To understand and discuss the role of leaders and ‘personality’ as an explanation for the development of the Cold War.</p> <p>Topics covered: The significance of the clash and role of personalities, including Stalin, Molotov, Roosevelt, Truman, Churchill, Bevin and Mao. Debate: What explains the outbreak and development of the Cold War in the year 1943-45?</p> <p>Suggested activities/resources: Create a factfile/index card for each of the major named leaders/personalities - on one side give specific factual information with regard to political office, background etc and on the other identify attitudes/actions that might affect the development of the Cold War. Timeline – on the annotated timeline (see above) indicate significant actions/speeches made by individuals. 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 = ideology, economics, traditional hegemony, misunderstandings/misconceptions, personality, aggression or security. Each team should find an extract from a secondary source to support their case and use it as the basis for their initial debate speech. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 2-3; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Ch. 7 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: 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 for internal assessment (it will also give learners practice in reading with a questioning mind).</p>		

Week 5	Conciliation and confrontation, 1953-64	Outline of events/ key personalities, summits and official visits, policy
<p>Aim: To gain an outline knowledge of the key events, personalities, summit meetings and policies in the years 1953-64 – how events developed. (Weeks 6-8 – develop the areas detailed in the specification.)</p> <p>Topics covered: The role of key individuals in shaping relations including Eisenhower, Dulles, Kennedy, Khrushchev, Mao and Macmillan; the impact of summits and official visits; the significance of the doctrine of peaceful co-existence.</p> <p>Suggested activities/resources: Design a political cartoon or illustration to show the meaning of the doctrine of ‘peaceful coexistence’ and the concept of the ‘domino theory’. Timeline – continue to develop the annotated timeline or chart started previously. Create factfile/index cards for newly introduced individuals. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 4; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapter 7</p> <p>Teaching points to note: 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. The development of the Cold War across the breadth of this topic cannot be explained without a contextual knowledge of events in South-East Asia and Korea. Students will not be assessed on knowledge of events in Asia but should have an awareness of how they impacted on wider Cold War policies, actions and reactions.</p>		

Week 6	Conciliation and confrontation, 1953-64	Developments along the European Iron Curtain
<p>Aim: To chart and explain developments along the Iron Curtain in Europe 1953-64.</p> <p>Topics covered: The reasons for, and impact of, the Soviet withdrawal from Austria; the significance of the Hungarian Rising of 1956; the significance of the crisis in Berlin and the building of the Berlin Wall 1958-61.</p> <p>Suggested activities/resources: Mapwork – focus on the map of Europe – identify the line of the ‘Iron Curtain’ – establish why Austria, Hungary and Berlin are significant geographically. In-depth investigations: establish 1) why was the Soviet Union willing to withdraw from Austria but not Hungary 2) why did the West not come to the aid of the Hungarian Rising. Contemporary sources – use photographs/newsreel from the time to investigate the response of people to the events in Hungary and Berlin, e.g. the East German border guard jumping the ‘wall’; the Berlin crowd’s response to Kennedy’s visit; the USSR v Hungary water polo match at the Melbourne Olympics, 1956. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 4; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapters 7 & 10.</p> <p>Teaching points to note: Many events occurred in Europe during this period but students will only be assessed on those areas detailed in the specification – Austria, Hungary and Berlin.</p>		

Week 7	Conciliation and confrontation, 1953-64	The shadow of the bomb
<p>Aim: To understand and explain the role of nuclear weapons in the development of the Cold War and Cold War attitudes with specific reference to the significance of the Cuban Missile Crisis and its consequences.</p> <p>Topics covered: The significance of developments in nuclear weapons and their delivery systems; the significance of the Cuban Missile Crisis 1962; the significance of the Test Ban Treaty, the Washington-Moscow 'hot-line' and China's first nuclear test.</p> <p>Suggested activities/resources: Create a graphic image/illustrative diagram to show the build-up of nuclear weapons during the period 1953-45. Create a chart showing the development in nuclear capacity by the US, USSR and China from the attack on Hiroshima/Nagasaki in 1945. Role play (1) – simulate events during the Cuban Missile Crisis with students 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 the US during the Cuban Missile Crisis with students taking the role of journalists responding to events in 'real time'. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Chapter 5; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapter 7; feature film – <i>Thirteen Days</i> (2001) – behind the scenes account of the Cuban Missile Crisis based on eye-witness accounts.</p> <p>Teaching points to note: Significance is a key assessment concept – students could be introduced to criteria with which to establish significance in a historical context.</p>		

Week 8	Conciliation and confrontation, 1953-64	The beginning of the Sino-Soviet split; role of personalities in shaping relations
<p>Aim: To chart the development of Sino-Soviet relations, 1953-64, and understand the reasons for the Sino-Soviet split; to evaluate the role of personalities/leaders in the development of the Cold War 1953-64 - to explain, how and why Cold War relations changed over time from 'peaceful coexistence' to confrontation, and why this did not ultimately result in a 'hot war'.</p> <p>Topics covered: Reasons for the Sino-Soviet split and its impact on East-West relations; the role of personalities in shaping relations (see Week 5).</p> <p>Suggested activities/resources: Create a chart or a flow diagram to show the development of Sino-Soviet relations 1953-64 – highlight elements that might lead to increasing division. Devise a graph that shows the changing nature of the Cold War in the years 1953-64. Counter-factual exercise – to try to establish why, despite growing tensions, major conflict did not occur. Identify the events that could have led to a major war – discuss what would have happened if... each one had resulted in US v USSR direct confrontation. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Chapter. 6; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapter 8, 21. Practice essay – devise/set an essay that focuses on the relative importance of one of the key individuals in the development of the Cold War 1953-64 – assess using generic level of response mark scheme.</p> <p>Teaching points to note: Students should be aware of how the different beliefs and approaches to communism in the USSR and China made the development of the Cold War even more complex and, indeed, complicated e.g. competition between USSR and China for the 'hearts and minds' of independence movements in developing countries.</p>		

Week 9	Stalemate and Détente, 1964-79	The balance of terror
<p>Aim: To gain a brief overview of events in the Cold War 1964-79, to chart the development of the arms race during the 1960s and 70s, to understand the concept of MAD and why 'stalemate' occurred between the superpowers.</p> <p>Topics covered: The significance of the expansion of the Soviet navy and nuclear warheads and the growing sophistication of US technology; the impact of MAD (Mutually Assured Destruction) and the 'hot-line'.</p> <p>Suggested activities/resources: Timeline – continue the timeline started previously to establish an overview of events 1964-79. Create a chart/diagram/illustration to show the development of US and USSR military technology in the later 1960s and 1970s. Design a political cartoon or drawing to illustrate the concept of MAD and the purpose of the 'hot-line'. Watch the film <i>'Dr Strangelove'</i> – class discussion on the points being made by the producers of the film. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 7; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapter 8.</p> <p>Teaching points to note: Students should be encouraged to explore the deterrent effect of nuclear weapons and their role in the Cold War.</p>		

Week 10	Stalemate and Détente, 1964-79	War by proxy
<p>Aim: To understand the concept of ‘war by proxy’ and to identify how, and why, the superpowers intervened in the internal affairs of countries in Africa, Middle East, South and Central America; to understand the impact and significance of ‘war by proxy’ on the wider Cold War situation.</p> <p>Topics covered: The significance of conflicts in Africa and the Middle East; the US fear of Marxist influence in South and Central America.</p> <p>Suggested activities/resources: Mapwork – create an annotated map indicating the main Cold War hotspots and the reasons for conflict. Design a political cartoon or drawing to illustrate the concept of ‘war by proxy’. In-depth investigation – Students could be assigned different conflicts or geographical areas to research and then report back to the class in the form of a presentation or by using other media e.g. different contributions to a TV documentary. N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapters 8, 11, 25; R J McMahon, J Smith, <i>The Cold War 1945-1991</i> (Historical Association Studies, John Wiley & Sons, 1997) Chapter.4; D Martin & P Johnson, <i>The Struggle for Zimbabwe</i>, (ZPH, 1981)</p> <p>Teaching points to note: An overview of the most obvious flashpoints and examples is all that is required here - detailed knowledge of events is not required but students should be able to use examples to highlight particular points significant to the Cold War e.g. the independence struggle in Zimbabwe was impacted by the Sino-Soviet split where ZANU was backed by USSR and ZAPU by China. Important for students to understand that peace between the USA and USSR did not mean global peace.</p>		
Week 11	Stalemate and Détente, 1964-79	Détente and greater stability
<p>Aim: To understand how, and why, stalemate developed into détente in the 1970s and the consequences for Cold War relations.</p> <p>Topics covered: Reasons for détente and greater stability, including the Vietnam conflict, the Sino-Soviet conflict, discontent in Eastern Europe and the need for Soviet food imports; its impact during the 1970s, including SALT I and II.</p> <p>Suggested activities/resources: Causation exercise – use the timeline/chart to identify the key events/turning-points and factors which led to the period of détente – use the causes listed in the specification and identify any others – the relative importance of these factors could be evaluated in a variety of ways: sorting-exercise, using a diamond-9 diagram, knock-out debate etc. Design a political cartoon or drawing to illustrate the concept of détente. Draw a flow diagram to show the consequences/impact of détente – discuss the ‘impact’ as the level of force with which détente affected the development of the Cold War. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 7; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapter 8</p> <p>Teaching points to note: Learners should understand that détente was a significant development in the Cold War leading to an apparent thaw in relations as opposed to the uneasy stand-off in the previous stalemate phase.</p>		

Week 12	Stalemate and Détente, 1964-79	The role of key personalities and the impact of summits and official visits
<p>Aim: To establish and evaluate the role of key individuals in the events of the Cold War 1964-79.</p> <p>Topics covered: The role of key individuals in shaping superpower relations including Brezhnev, Gromyko, Mao, Nixon and Kissinger; the impact of summits and official visits.</p> <p>Suggested activities/resources: Create factfile/index cards – add to the collection of index cards outlining the role of individuals begun previously. Summarising skills – use the timeline to identify the key summit meetings and official visits between Cold War leaders in the 1970s – create newspaper headlines to sum up the perspectives of the various Cold War countries. Détente photo story – select contemporary photographs (or recreate events and take photographs of them) to create a photo-journalism story outlining the progress of détente in the 1970s – give captions to the photographs. In-depth research – investigate the impact of détente on the cultural relations between Cold War nations. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Chapter. 7; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapter. 8</p> <p>Teaching points to note: Students should be aware of the key elements of the level of response mark scheme. Use the practice essay to ensure an understanding of the mark scheme using diagnostic marking.</p>		

Week 13	Renewed confrontation and resolution, 1980-90	Heightened tensions in the 1980s
<p>Aim: To chart, understand and explain the reasons for a return to heightened tensions in the early 1980s.</p> <p>Topics covered: The significance of the Soviet invasion of Afghanistan and the deployment of new missile systems in Europe; the significance of Solidarity and the challenge to communist rule in Poland; the impact of Reagan and SDI.</p> <p>Suggested activities/resources: Causation exercise – why did tensions rise in the early 1980s? Produce a magazine article or a commentary for a lengthy news item explaining the ‘end of détente’. Inter-relationships – draw a diagram to show how the different factors leading to heightened tensions in the early 1980s were inter-related. In-depth investigation – research the significance of the key events – Soviet invasion of Afghanistan; Soviet arms build-up in Europe; events in Poland; the Reagan (and Thatcher) administrations. Using contemporary sources – use sources from the time to establish the extent to which relations worsened at this time and the psychological impact e.g. British/US public information material on nuclear attack, Olympic boycotts, documentaries and films (<i>The Day After</i>, <i>When the Wind Blows</i>), speeches etc. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 8-9; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Ch. 8, 26.</p> <p>Teaching points to note: Weeks 13-16 cover the events which ultimately led to the ‘end’ of the Cold War as it had been defined and developed in the years 1943-53. Coverage of the events in the Soviet Union and Eastern Europe should be studied with a focus on their significance for superpower relations and the Cold War.</p>		

Week 14	Renewed confrontation and resolution, 1980-90	The economics of the Cold War in the 1980s
<p>Aim: To understand and explain the role and significance of economic factors in the development of the Cold War in the 1980s.</p> <p>Topics covered: Economics - the significance of technological developments in the USA and the growing economic problems within the USSR.</p> <p>Suggested activities/resources: Note-making activity – provide information (textbook chapter; articles etc) about economic developments in Cold War nations in the 1980s – carry out a timed speed reading and note-making exercise to summarise events. Use the notes to write an explanation of the influence of economic factors on Cold War relationships in the 1980s. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Ch. 8-9; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Ch. 26. Practice essay – devise/set an essay that focuses on the responsibility for (consequence) renewed hostility between Cold War nations in the early 1980s – use a lesson to discuss and develop a plan for answering the question – write the essay in timed conditions and then carry out a peer assessment exercise.</p> <p>Teaching points to note: This topic is relatively narrow and so this would be a good opportunity to carry out in-depth work on essay writing – see practice essay above.</p>		

Week 15	Renewed confrontation and resolution, 1980-90	The significance for superpower relations of the breakdown of the USSR and Soviet control of Eastern Europe
<p>Aim: To chart, understand and explain the role of the breakdown of communism in the USSR and Soviet control of Eastern Europe in the 'end' of the Cold War.</p> <p>Topics covered: Growing nationalism in the USSR, including Georgia and the Baltic states; loss of communist control in Hungary, Czechoslovakia and East Germany; the reunification of Germany.</p> <p>Suggested activities/resources: Map exercise – produce an annotated map illustrating the flashpoints in Eastern Europe during the 1980s. Détente photo story – select contemporary photographs (or recreate events and take photographs of them) to create a photo-journalism story outlining the events in Eastern Europe in the 1980s – give captions to the photographs. Create a table of events with columns to show the contribution of each event to i) the decline in Soviet influence and ii) the end of the Cold War. Class discussion – why were events in Eastern Europe so significant for the end of the Cold War? – use this discussion to revisit the Historical Interpretations debate – which factors/elements that led to the outbreak of the Cold War were extinguished or disrupted by events in the 1980s? S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>; (Pearson, 2009) Chapters. 8-9; S Phillips, <i>The Cold War</i>, Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapters. 8, 10, 18. Practice essay – devise/set an essay that focuses on the consequences of the breakdown of Soviet control in Eastern Europe – assess using generic level of response mark scheme.</p> <p>Teaching points to note: Although Historical Interpretations is not the focus of the assessment for this topic this could be a chance to revisit the skills required for the Section A question by discussing and utilising interpretations of the end of the Cold War.</p>		

Week 16	Renewed confrontation and resolution, 1980-90	Role of personalities in shaping superpower relations and the impact of summits and official visits.
<p>Aim: To establish and evaluate the role of key individuals in the events of the Cold War 1980-90; to understand and explain the changing nature of the Cold War in the 1980s and the reasons why the Cold War came to an 'end'.</p> <p>Topics covered: Key individuals including Andropov, Gromyko, Gorbachev, Deng Xiaoping, Reagan, Thatcher and Pope John Paul II; the impact of summits and official visits.</p> <p>Suggested activities/resources: Create factfile/index cards – add to the collection of index cards outlining the role of individual begun previously. Role play – summit meeting simulations or hot seat individual leaders – select one person to research the attitudes/personality of an individual leader while others devise searching questions to ask in a press conference or one-to-one interview. Role of individuals – balloon debate – one person takes the role of a key individual in the development of the Cold War – the individuals are in a balloon which requires weight to be jettisoned if it is to remain flying or in this case intensify the Cold War - each 'individual' puts forward an argument for being the most important in the process – at the end of each round one individual is jettisoned from the balloon until only one is left (each round could address different issues/questions). This exercise could be used for any of the other weeks where the role of individuals is a key focus. S Phillips, <i>A World Divided: Superpower Relations 1944-90</i>, (Pearson, 2009) Chapters 8-9 ; S Phillips, <i>The Cold War</i>, (Heinemann Advanced History, 2001); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Chapters 7-8.</p> <p>Teaching points to note: Use the end point of the unit to reflect on the patterns of change in the Cold War across the whole unit with emphasis on the two main themes of i) confrontation and the threat of war ii) détente and the resolution of conflict.</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 patterns 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>		

Unit 4D: The Cold War and Hot War in Asia, 1945–90

Content		
Week 1	The Korean War	Overview of events
<p>Aim: To gain an overview of the main events involved in the outbreak and course of the war in Korea.</p> <p>Topics covered: Background to the Cold War and the Korean War an overview of causes and course of the war in Korea.</p> <p>Suggested activities/resources: Map activity – create an annotated wall map or annotate maps in class notes to indicate the location and major events of the Korean War – place Korea in the context of wider world events before 1945 – use this to write an explanation of why Korea was considered strategically important in the geopolitics of the post-Second World War period. Timeline – create an illustrated or annotated timeline of events indicating the roles of the different countries/UN and the nature of their intervention in Korea. Write a few pages of introduction for a textbook on the Korean War explaining the background to and giving a brief overview of the events of the war. S H Lee, <i>The Korean War</i> (Seminar Studies, Longman, 2001) Chapter. 1; C Bragg, <i>Vietnam, Korea and US Foreign Policy 1945-75</i> (Heinemann Advanced History, 2005) Chapters 1-3; G Stewart, <i>Ideology, Conflict and Retreat: The USA in Asia 1950-73</i> (Edexcel AS, Pearson, 2009) Chapter 5</p> <p>Teaching points to note: 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. Students will not be assessed on knowledge of events before 1945 but contextual knowledge of the power relations on the Korean peninsula before and during World War II will be useful for a full understanding of later events. The Korean War is a discrete area for study with regard to AO3 (Historical Interpretations) – indeed students must be absolutely clear that Korean is not located in South-East Asia - but it also provides the context for teaching and learning topics 2-4 – in particular an introduction to the key themes of ideological rivalry and the significance of intervention. As an introduction to the assessment focus of this topic, it would be helpful for students to appreciate the different views or emphases encountered in their reading about an aspect of the topic.</p>		

Week 2	What explains the outbreak of the Korean War?	Reasons for North Korean invasion and the response of the USA and the UN
<p>Aim: To identify and explain the reasons for the outbreak of war between the two Koreas in June 1950 and the US and UN intervention.</p> <p>Topics covered: The reasons why North Korea invaded South Korea in June 1950 and why the USA went to the aid of South Korea with the support of its allies and the United Nations.</p> <p>Suggested activities/resources: Causation exercise – sorting exercise: give students a number of boxes with different reasons written on them – learners sort them into reasons why North Korea invaded South Korea and the USA made the decision to aid South Korea – discuss the different reasons and decide if more need to be added – in pairs, one student arranges the reasons in order of importance for one each of the lists and then justifies their order of importance to the other. Understanding perspectives: the sample AO3 question includes a description/commentary on President Truman’s reaction to hearing the news of the North Korean invasion – use this extract and own knowledge to write a speech for President Truman justifying the US decision to intervene on behalf of South Korea. S H Lee, <i>The Korean War</i> (Seminar Studies, Longman, 2001) Ch. 2; C Bragg, <i>Vietnam, Korea and US Foreign Policy 1945-75</i> (Heinemann Advanced History, 2005) Ch. 4; G Stewart, <i>Ideology, Conflict and Retreat: The USA in Asia 1950-73</i> (Edexcel AS, Pearson, 2009) Ch. 2</p> <p>Teaching points to note: It is important to spend as much time as possible introducing learners 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 with regard to the cause, course and consequences of the Korean War 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>. Learners, however, may become aware that an individual historian supports one viewpoint or another and this is a good stepping stone to further study.</p>		

Week 3	How, and why did the course of the war develop?	General MacArthur significance and dismissal; Chinese intervention and impact on the war
<p>Aim: To explain the course of the events of the Korean War including the reasons for, and impact of, Chinese intervention; to understand and explain the controversy surrounding the role of General MacArthur in the events of the Korean War.</p> <p>Topics covered: The significance of General MacArthur and the reasons why he was such a controversial figure during the war and the reasons why he was dismissed by President Truman in April 1951; the reasons why China openly intervened in the conflict and the results for the course of the war.</p> <p>Suggested activities/resources: In-depth investigation: Douglas MacArthur – create a factfile on MacArthur outlining his background and personality – research the concept of hubris and determine whether it applies to MacArthur– investigate his role and attitude towards events in Korea as the basis for a serious magazine article entitled the Rise and Fall of Douglas MacArthur. Class discussion: is the course of history influenced more by ideas, long-term influences or individuals? – use the example of General MacArthur to introduce students to key historical questions Write a script for a short radio news item from either a Chinese or US perspective explaining the reasons for Chinese intervention in the war. Flow chart – design a flow chart showing how and when the different countries/powers/organisations became involved in the war. S H Lee, <i>The Korean War</i> (Seminar Studies, Longman, 2001) Chapters. 3-5; C Bragg, <i>Vietnam, Korea and US Foreign Policy 1945-75</i> (Heinemann Advanced History, 2005) Chapter 5; G Stewart, <i>Ideology, Conflict and Retreat: The USA in Asia 1950-73</i> (Edexcel AS, Pearson, 2009) Chapter 3.</p> <p>Teaching points to note: This topic allows students to consider the impact and importance of individuals in history and the extent to which individuals influence wider historical development. Students should also become confident in analysing extracts to identify and understand the views and claims made by historians. Use Weeks 1-4 as an opportunity to introduce students to the terminology of the Cold War – East and West; capitalise/ democracy and communism; hawks and dove etc.</p>		

Week 4	What was the impact of the Korean War?	The impact of the war on Korea, the USA and Japan, and China's standing in the war
<p>Aim: To trace the attempts at negotiation and ceasefire; to consider the impact of the Korean War on the major Cold War powers, traditional power relations in Korea and wider global politics.</p> <p>Debate: What were the consequences of the Korean War for the major powers involved?</p> <p>Topics covered: Impact on China's standing in the world; the impact of the war on Korea, the USA and Japan.</p> <p>Suggested activities/resources: Write a newspaper article outlining the attempts to negotiate a ceasefire and the Geneva Conference or role play simulation of negotiations.</p> <p>Consequence – divide into groups to research the impact of the war on Korea itself, the UN and the Cold War policies of the USA, Japan, China and USSR (individually) – once each group is sure of their 'facts' reassemble in groups with one representative from each – explain the impact of each to the groups so that they can make notes.</p> <p>Watch an episode of the US sitcom <i>M.A.S.H.</i> (which is based on events in a US field hospital in Korea) – see if you can identify the key themes/messages about the war the producers are attempting to portray.</p> <p>Debate – Knock-out debate – teams of 2-3 prepare to defend a particular factor/cause/reason why the war lasted so long or the most important consequence – two teams debate head-to-head for three minutes each – winning team (vote) takes on another team until only one left. Each team should find an extract from a secondary source to support their case and use it as the basis for their initial debate speech.</p> <p>S H Lee, <i>The Korean War</i> (Seminar Studies, Longman, 2001) Ch. 6-8; C Bragg, <i>Vietnam, Korea and US Foreign Policy 1945-75</i> (Heinemann Advanced History, 2005) Ch. 5; G Stewart, <i>Ideology, Conflict and Retreat: The USA in Asia 1950-73</i> (Edexcel AS, Pearson, 2009) Ch. 4; V Sanders, <i>Access to History: The Cold War in Asia 1945-93</i> (Hodder, 2015)</p> <p>Teaching points to note: 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 practice extract-based essay questions or for internal assessment (it will also give students practice in reading with a questioning mind).</p>		

Week 5	The emergence of the Cold War in South East Asia, 1945-60	The origins of the conflict
<p>Aim: To establish the roots of the conflict in South East Asia (Indo-China/Malaya), and to chart and explain the reasons for, and course of events, in Vietnam 1945-49.</p> <p>Topics covered: Japanese occupation and the destruction of French colonial rule; the significance of Ho Chi Minh and the Viet Minh, including the proclamation of Vietnam's independence in 1945: reasons for the outbreak of fighting between the French and Viet Minh in 1946.</p> <p>Suggested activities/resources: Mapwork – create an annotated wall map or annotated map of South East Asia with emphasis on Indo-China and Malaya/Malaysia – locate key countries and events. Timeline – begin to construct a timeline or chart of events covering the history of Vietnam from 1945-1990 – this could be illustrated and annotated. Factfile/card index – begin a collection of factfile/card index notes to identify the key individuals and events in the history of South East Asia 1945-90. Overview – produce a summary of events in Vietnam and the reasons for the outbreak of the First Vietnam War – use the summary to explain to another person what happened – restructure the notes based on how effective the explanation was – what could be added or omitted? C Bragg, <i>Vietnam, Korea and US Foreign Policy 1945-75</i> (Heinemann Advanced History, 2005) Ch. 6; G Stewart, <i>Ideology, Conflict and Retreat: The USA in Asia 1950-73</i> (Edexcel AS, Pearson, 2009) Ch. 5; V Sanders, <i>Access to History: The Cold War in Asia 1945-93</i> (Hodder, 2015)</p> <p>Teaching points to note: It will be important ensure from the start that the different sides in the conflict, their nomenclature and leadership are securely known and understood by students.</p>		

Week 6	The emergence of the Cold War in South East Asia, 1945-60	The struggle becomes part of the Cold War 1949-50
<p>Aim: To chart, understand and explain the significance of the events of 1949-50 in the development of the Cold War in Asia.</p> <p>Topics covered: The significance of communist victory in China and the beginning of Chinese aid to the Viet Minh; the significance of the French appointment of Bao Dai as Emperor and the concession of partial independence; reasons for, and impact of, increasing US aid to France: the impact of Viet Minh's guerrilla tactics on the French and the significance of General Giap; the significance of the Battle of Dien Bien Phu.</p> <p>Suggested activities/resources: Timeline – continue to add to the timeline/chart of events in Vietnam started previously. Significance – introduce students to the different theories/criteria historians use to establish historical significance – identify a set of agreed criteria within the class – apply these criteria to the Battle of Dien Bien Phu or to the year (this is a useful exercise to continue throughout the Unit with reference to events/people identified as being significant in the specification). Explanation/causation – write a newspaper article from a US perspective explaining the events in Vietnam 1949-50 to an audience with little knowledge of the situation. C Bragg, <i>Vietnam, Korea and US Foreign Policy 1945-75</i> (Heinemann Advanced History, 2005) Ch.6; G Stewart, <i>Ideology, Conflict and Retreat: The USA in Asia 1950-73</i> (Edexcel AS, Pearson, 2009) Ch. 5; V Sanders, <i>Access to History: The Cold War in Asia 1945-93</i> (Hodder, 2015)</p> <p>Teaching points to note: Students will need to understand events in the context of the events in Malaya/Malaysia and the impact of the Korean War on events in Vietnam in the subsequent battle for Vietnam to 1954. Significance is a key assessment concept – learners could be introduced to criteria with which to establish significance in a historical context.</p>		

Week 7	The emergence of the Cold War in South East Asia, 1945-60	US policy under Dulles and Eisenhower 1954-60
<p>Aim: To understand and explain the development of US policy in South East Asia under the leadership of President Eisenhower and Secretary of State Dulles; chart and understand the development of events in Vietnam.</p> <p>Topics covered: The ending of the First Vietnam War 1954: the Geneva Conference and the terms of the Geneva Accords; the roles played by the USA, Britain, Russia and China; the significance of the setting up of S.E.A.T.O. and the impact of the 'domino theory'; the significance of M.A.A.G. and increasing US support for the government of South Vietnam under Diem; the reasons for, and impact of, the failure of the 1956 elections.</p> <p>Suggested activities/resources: Role play – simulation of the Geneva Convention negotiations – organise groups into delegations from different countries – research the aims and objectives of each – try to negotiate a settlement acceptable to all. Compare the outcomes of the role play with the real outcome – discuss the difficulties of negotiation and why these occurred. Timeline – continue to chart events in South Vietnam – include a column or thread that illustrates the reaction of the US to events on the ground in Vietnam – continue this thread through to 1975. Design an illustration/political cartoon to explain the concept of the 'domino' theory and/or a diagram to illustrate the diplomatic relationships developing in South East Asia 1945-60. C Bragg, <i>Vietnam, Korea and US Foreign Policy 1945-75</i> (Heinemann Advanced History, 2005) Ch. 7; G Stewart, <i>Ideology, Conflict and Retreat: The USA in Asia 1950-73</i> (Edexcel AS, Pearson, 2009) Ch. 5; V Sanders, <i>Access to History: The Cold War in Asia 1945-93</i> (Hodder, 2015.)</p> <p>Teaching points to note: Students should understand the powers of the US president and role of the Secretary of State in deciding and implementing US foreign policy. It is important for students to have a clear understanding of the political geography of Indo-China – the borders between countries, long-term external influences and the reasons why the US was so influenced by the 'domino theory'. Students should also be aware of the use of the term 'diplomacy' with regard to foreign policy.</p>		

<p>Week 8 (this could be moved to Week 5 as a discrete topic before considering events in Indo-China)</p>	<p>The emergence of the Cold War in South East Asia, 1945-60</p>	<p>The British and the 'Emergency' in Malaysia 1948-60</p>
<p>Aim: To chart, explain and understand the causes, course and consequences of the 'Emergency' in Malaysia 1948-60.</p> <p>Topics covered: The significance of the two communities, Chinese and Malay, and the reasons for the outbreak of a Communist guerrilla movement in 1948; the economic and ideological reasons for the British response; the significance of General Sir Gerald Templar; reasons for the defeat of the Communist guerrillas; the significance of the granting of independence to Malaya and Singapore.</p> <p>Suggested activities/resources: Timeline and map work – produce a timeline and annotate a map indicating the main events and the political geography of the Malayan 'Emergency'. Background research – research the role of Britain in Asia as a colonial power leading to an in-depth investigation into the Malayan Emergency – produce a short chapter for a textbook covering Asia since 1945. Hot seat role play – teacher or student takes the role of Sir Gerald Templar – others takes the role of investigative journalist – identify questions to ask to ascertain significance – run a 'press conference'. Discussion – why have events in Malaysia often been described as the 'forgotten war'? Practice essay - devise/set an essay focusing on the Malayan 'Emergency' or the events of 1949-50 in Vietnam – assess using the generic level of response mark scheme. N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Ch. 24; C Bayly and T Harper, <i>Forgotten Wars: the End of Britain's Asian Empire</i> (Penguin, 2008); F Pike, <i>Empires at War: A Short History of Modern Asia since World War II</i> (I B Tauris, 2011).</p> <p>Teaching points to note: Whereas Week 6 looks in depth at events over a single year and Week 7 introduces the key elements for the study of long-term change over time, Week 8 is a chance to look at a short-term situation from beginning to end. This events in Malaysia provide an opportunity to study change over time as a case study over a relatively short period of time.</p>		

Week 9	War in Indo-China, 1961-73	Kennedy and Johnson and the drift to war 1961-65
<p>Aim: To chart how, and explain why, the US became increasingly drawn into the war in Indo-China 1961-73; the attitudes and actions of Presidents Kennedy and Johnson; to evaluate the extent to which the US 'drifted into the war in Vietnam'.</p> <p>Topics covered: The significance of the situation in Laos and the setting up of the NLF in South Vietnam 1960-61; the role and ideas of President Kennedy regarding Vietnam; the reasons for, and impact of, the growing support for South Vietnam 1961-63; the significance of the downfall of Diem in 1963; the significance of growing North Vietnamese support for the NLF in the South; the role of Johnson and the reasons for his acceptance of greater involvement; the significance of the Tonkin incident and the Tonkin Gulf Resolution 1964.</p> <p>Suggested activities/resources: Timeline – continue the timeline/chart of events in Vietnam begun previously. Devise a graph to show increasing intervention of the Cold War powers in South East Asia in the years 1960-68 – write a commentary/explanation of what the graph shows. Produce a photo story of the growing US involvement from 1961-68 – select photographs which illustrate the key events and give them captions – create a sense of change over time by explaining your choices to someone who has little knowledge of events. Source exercise – select a series of political cartoons from the period – place them on large pieces of paper around the room – students move around the room annotating and commenting on the meanings of the cartoons leading to a class discussion – increased intervention: 'inevitable or accidental'?. C Bragg, <i>Vietnam, Korea and US Foreign Policy 1945-75</i> (Heinemann Advanced History, 2005) Ch.7; G Stewart, <i>Ideology, Conflict and Retreat: The USA in Asia 1950-73</i> (Edexcel AS, Pearson, 2009) Ch. 6; V Sanders, <i>Access to History: The Cold War in Asia 1945-93</i> (Hodder, 2015)</p> <p>Teaching points to note: Use the key themes of ideological conflict and intervention to inform discussion of events 1961-65.</p>		

Week 10	War in Indo-China, 1961-73	Fighting the Vietcong under Johnson 1965-68
<p>Aim: To identify and explain the reasons for an escalation in external intervention in Vietnam in the years 1965-68; chart and understand the reasons for US commitment to South Vietnam; explain the significance of 1968 as a key turning point in the war in Indo-China.</p> <p>Topics covered: Reasons for, and impact of, the steady escalation of boots on the ground; the role and impact of air power; the impact of Soviet and Chinese support for North Vietnam and North Vietnam's support for the Vietcong; the balance of US success and failure by December 1967; the significance of the Tet Offensive 1968; the changing pattern of public support for the conflict and its impact on US policies.</p> <p>Suggested activities/resources: Timeline – continue the timeline/chart of events in Vietnam begun previously. Use a diagram of a set of scales to determine the balance of US success and failure by December 1967. In-depth investigation: research the impact of the Tet Offensive 1968 on the course of the war in Vietnam and on public opinion in America – produce a magazine article or a script for a documentary giving a detailed view of the significance of Tet for both Vietnam and the USA. C Bragg, <i>Vietnam, Korea and US Foreign Policy 1945-75</i> (Heinemann Advanced History, 2005) Ch. 8-9; G Stewart, <i>Ideology, Conflict and Retreat: The USA in Asia 1950-73</i> (Edexcel AS, Pearson, 2009) Ch. 7-8; V Sanders, <i>Access to History: The Cold War in Asia 1945-93</i> (Hodder, 2015).</p> <p>Teaching points to note: Although the focus of the unit is the Cold War in Asia, an understanding of domestic pressures in the US – particularly from 1968 onwards – is vital in explaining and understanding the development of the war 1965-75.</p>		

Week 11	War in Indo-China, 1961-73	The war under President Nixon 1969-72
<p>Aim: To identify and explain the policies implemented in Indo-China by President Nixon in the years 1969-72; to understand the consequences for Vietnam, Laos and, particularly, Cambodia.</p> <p>Topics covered: The significance of changes in tactics, including the Phoenix Programme and incursions into Cambodia; the impact of Vietnamisation; the use and impact of air power.</p> <p>Suggested activities/resources: Timeline – continue the timeline/chart of events in Vietnam begun previously. Create an annotated map or a diagram to illustrate the consequences of US foreign policy decisions 1969-72 on Vietnam, Laos and Cambodia. Change over time – revisit the timeline/chart produced of events in Vietnam – discuss the changing pattern of events over time – write an analytical commentary on the nature of US involvement in Vietnam 1954-1972. Discussion could be based on a counter-factual exercise – pick out 5-6 key turning points and determine what might have happened if each event had been resolved differently. <i>C Bragg, Vietnam, Korea and US Foreign Policy 1945-75 (Heinemann Advanced History, 2005) Ch. 10; G Stewart, Ideology, Conflict and Retreat: The USA in Asia 1950-73 (Edexcel AS, Pearson, 2009) Ch. 10; V Sanders, Access to History: The Cold War in Asia 1945-93 (Hodder, 2015)</i></p> <p>Teaching points to note: It is important for students to understand the psychological impact of Nixon’s decisions over Vietnam on both US foreign policy and the Cold War in general.</p>		

Week 12	War in Indo-China, 1961-73	Making peace 1971-73
<p>Aim: To understand and explain the reasons for attempts to resolve the conflict in Vietnam 1971-73, and to explain how and why the negotiations carried on for so long.</p> <p>Topics covered: The roles and ideas of Henry Kissinger and Nixon, including Détente with the USSR and exploitation of the Sino-Soviet split; the significance of the Paris negotiations with North Vietnam, including sticking points; the role of force and concessions in achieving a ceasefire.</p> <p>Suggested activities/resources: C Bragg, <i>Vietnam, Korea and US Foreign Policy 1945-75</i> (Heinemann Advanced History, 2005) Ch.10; G Stewart, <i>Ideology, Conflict and Retreat: The USA in Asia 1950-73</i> (Edexcel AS, Pearson, 2009) Ch. 10-11; V Sanders, <i>Access to History: The Cold War in Asia 1945-93</i> (Hodder, 2015).</p> <p>Role play – simulation of the Paris negotiations – organise groups into delegations from different countries – research the aims and objectives of each – try to negotiate a settlement acceptable to all – devise Twitter feeds to send out at the end of each part of the negotiations. Compare the outcomes of the role play with the real outcome – discuss the difficulties of negotiation and why these occurred.</p> <p>Practice essay – devise/set an essay that focuses on change over time in the Vietnam War 1961-73 or the consequences of presidential decisions 1961-73 – use a lesson to discuss and develop a plan for answering the question – write the essay in timed conditions and then carry out a peer assessment exercise.</p> <p>Teaching points to note: Students should be aware of the influence of wider long-term Cold War developments – particularly Détente – in bringing about a ceasefire</p>		

Week 13	South East Asia without the West: the fading of the Cold War, 1973-90	The triumph of North Vietnam 1973-76
<p>Aim: To understand and explain the consequences of the scaling down of US support and involvement in Vietnam; to explain and evaluate the reasons for the fall of South Vietnam and the triumph of North Vietnam.</p> <p>Topics covered: The impact of the scaling down of US support and involvement; the reasons for the growing economic crisis in South Vietnam; the reasons for and the significance of the sudden fall of the Thieu regime in 1975.</p> <p>Suggested activities/resources: V Sanders, <i>Access to History: The Cold War in Asia 1945-93</i> (Hodder, 2015); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Ch. 8 & 21; F Pike, <i>Empires at War: A Short History of Modern Asia since World War II</i> (I B Tauris, 2011).</p> <p>Use this week to concentrate on consequence – chart the events in Vietnam 1973-6 and determine links back to the US decision to scale-down and withdraw.</p> <p>Debate: set up a traditional debating structure to respond to the statement, ‘This House believes that external intervention in a ‘domestic’ conflict/civil war is never justified’ – students should concentrate on events in Cold War Asia but could also consider global events since 2001.</p> <p>Teaching points to note: This is a good opportunity to discuss the advantages/disadvantages/consequences of external intervention in ‘domestic’ conflict.</p>		

Week 14	South East Asia without the West: the fading of the Cold War, 1973-90	The tragedy of Cambodia
<p>Aim: To chart, explain and understand the cause and consequences of the US intervention in Cambodia in 1970 and Vietnamese intervention in 1979.</p> <p>Topics covered: The social and political nature of Cambodia in the 1950s and 60s, including the role of Prince Sihanouk; impact of US intervention in 1970; the reasons for the growth and triumph of the Khmer Rouge to 1975, including the importance of Chinese support; the impact of the Khmer Rouge on Cambodia, including the significance of Pol Pot (Saloth Sar); the reasons for and consequences of the Vietnamese invasion of 1979.</p> <p>Suggested activities/resources: Timeline/chart – create a discrete timeline of events for Cambodia from 1945-1990. Causation exercise: reasons for the development of Khmer Rouge to 1975 and/or the invasion by Vietnam 1979– different groups consider different approaches to causation e.g. long-term, short-term and immediate; social, political, economic. In-depth investigation – impact of the Khmer Rouge on Cambodia – produce a magazine article focusing on Cambodia during the rule of Pol Pot (Saloth Sar) – include eyewitness accounts, illustrations etc. – a good starting point is to use extracts from the writings of William Shawcross, Hang Ngor, Sydney Schanberg and/or watching the film <i>The Killing Fields</i> (1984). V Sanders, <i>Access to History: The Cold War in Asia 1945-93</i> (Hodder, 2015); N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005) Ch. 21; F Pike, <i>Empires at War: A Short History of Modern Asia since World War II</i> (I B Tauris, 2011); various websites.</p> <p>Teaching points to note: This provides students with another opportunity to research and investigate a significant – and, indeed, catastrophic – historical event from beginning to end.</p>		

Week 15	South East Asia without the West: the fading of the Cold War, 1973-90	Traditional tensions – China and Vietnam
<p>Aim: To chart, understand and explain relations between China and Vietnam in 1979-1990.</p> <p>Topics covered: The historical relationship between China and Vietnam; the reasons for the conflict in February–March 1979 and the results; the significance of relations between the two countries in the 1980s.</p> <p>Suggested activities/resources: Timeline/chart – create a discrete timeline of events between China and Vietnam from 1945-1990. Causation/consequence exercise: choose one of the approaches to causation/consequence identified in Week 14 and apply it to the conflict between Vietnam and China leading to the practice essay below. Practice essay – devise/set an essay that focuses on the reasons for conflict between China and Vietnam – use a lesson to discuss and develop a plan for answering the question – write the essay in timed conditions and then carry out a peer assessment exercise. N. Lowe, <i>Mastering Modern World History</i> (Palgrave Macmillan, 2005); see resource list.</p> <p>Teaching points to note: This gives students an opportunity to understand that the history of South East Asia has not just been influenced by European imperialism and Cold ‘war by proxy’ but also traditional spheres of influence.</p>		

Week 16	South East Asia without the West: the fading of the Cold War, 1973-90	The economic development of South East Asia in the 1980s
<p>Aim: To explain and understand the reasons for different rates of economic development in South East Asia in the 1980s.</p> <p>Topics covered: The reasons for and extent of growth in Singapore, Malaysia and Thailand; the reasons for the failure of economic development in Vietnam.</p> <p>Suggested activities/resources: <i>The World Since 1945: An International History</i> (Bloomsbury Academic, 2001) Chapter 20; F Pike, <i>Empires at War: A Short History of Modern Asia since World War II</i> (I B Tauris, 2011).</p> <p>Research exercise – divide the class into groups – each group to research the economic and political developments in Singapore, Malaysia, Thailand, Vietnam and also Cambodia and Laos in the 1980s – groups are responsible for producing a set of notes/presentation for the other groups and quiz to test knowledge gained.</p> <p>Plan the response to a practice essay focusing on the reasons for the different rates of economic development in South East Asia in the 1980s.</p> <p>Teaching points to note: This gives students an opportunity to understand and appreciate developments in South East Asia since the ‘fading’ of the Cold War with an emphasis on economic development – focus should be on the named countries but consideration of Laos and Cambodia, and indeed, Korea would round out the study of the region.</p>		
Week 17	Revision	Section A – Historical Interpretation
<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 markschemes 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 patterns 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>		

Resources

Unit 1

Unit 1 topics cover popular periods of historical study and there have been many books written and resources produced that deal with all aspects of the specification. The books suggested here are only a small number of those available.

Teachers are recommended to utilise the following resources:

- the 2015 specification for the IAL in History
- a detailed scheme of work as outlined in the planning and delivery section of this document
- an appropriate text book for students
- appropriate supplementary graded exercises resourced by the teacher
- Sample assessment materials for 2015 Specification for IAL History
- relevant material to be found in the Pearson AS/A Level History Specifications (2008 and 2015)/teacher support material (Pearson Edexcel website) and Pearson/Pearson accredited publications for these qualification – IAL Unit 1.A covers aspects of Unit 1 D.1 (2008)
- an historical atlas covering the time period
- on-line podcasts, articles, websites, timeline software – availability on-line is always subject to change and may include subscription charges e.g. BBC radio podcasts/series downloads, History Today, Historical Association, Biography Channel, National Archives, The Map as History, Alpha, Open University, Yale University
- TV documentaries – an increasing variety of made for television documentaries are available in DVD format or as downloads, e.g. BBC, Discovery Channel, History Channel, PBS
- regional resources – where units cover geographic areas regional to a centre utilise relevant resources
- many of the events covered in units 1A-1D have had or will be having significant historical anniversaries and new material has been/will be produced to coincide with these commemorations.

Please note: Pearson Edexcel A Level (2015) website teaching materials for Paper 2 Option C.2 provides a topic booklet and also a scheme of work – these include useful resources, activities and timelines; see also material produced for Route E Paper 1 and Paper 3 Option 38.1.

Unit 2

- the 2015 specification for the IAL in History
- a detailed scheme of work as outlined in the planning and delivery section of this document
- an appropriate text book for students
- appropriate supplementary graded exercises resourced by the teacher
- sample assessment materials for 2015 Specification for the IAL in History

Unit 3

- the 2015 Specification for the IAL in History
- a detailed scheme of work as outlined in the planning and delivery section of this document
- an appropriate text book for students
- appropriate supplementary graded exercises resourced by the teacher
- sample assessment materials for 2015 Specification for the IAL in History

Unit 4

- the 2015 Specification for the IAL in History
- a detailed scheme of work as outlined in the planning and delivery section of this document
- an appropriate text book for students
- appropriate supplementary graded exercises resourced by the teacher
- sample assessment materials for the 2015 specification for the IAL in History
- relevant material to be found in the Pearson AS/A Level History specifications (2008 and 2015)/teacher support material (Pearson Edexcel website) and Pearson/Pearson accredited publications for these qualification – IAL Unit 4D covers aspects of Unit 1D (2008)
- an historical atlas covering the time period
- on-line podcasts, articles, websites, timeline software – availability on-line is always subject to change and may include subscription charges e.g. BBC radio podcasts/series downloads, History Today, Historical Association, National Archives, The Map as History
- TV documentaries – an increasing variety of made for television documentaries are available in DVD format or as downloads e.g. BBC, Discovery Channel, History Channel, PBS
- regional resources – where units cover geographic areas regional to a centre utilise relevant resources
- many of the events covered in units 4A-4D have had or will be having significant historical anniversaries, e.g. 60th anniversary of Korean War and new material has been/will be produced to coincide with these commemorations.

Textbooks:**Unit 1**

Unit 1 topics are well served by a variety of history text series that cater for A Level and undergraduate historians such as *Access to History* (Hodder), *Seminar Studies* (Routledge), *Historical Association Studies*, *Cambridge Perspectives in History* (Cambridge University Press) etc. - once identified it is always worth searching for other texts in the series.

Option 1A

Please note: Pearson Edexcel A Level (2015) website teaching materials for Unit 2 Option C.1 provides a topic booklet and also a scheme of work – these include useful resources, activities and timelines.

Martin D, *The French Revolution*, (Enquiring History for A level, Hodder, 2013)
White A, *Revolutions in early modern and modern Europe*, (Pearson, 2015) – Unit 2D.1
Waller S, *France in Revolution 1776-1830*, (Heinemann Advanced History, 2002)
Doyle W, *The French Revolution: A Very Short Introduction* (Oxford Paperbacks, 2001)
Jones P M, *The French Revolution 1787-1804*, (Seminar Studies, Routledge, 2010)
Wright D G, *Revolution & Terror in France 1789-1795*, (Seminar Studies, Routledge, 1991)
Hibbert C, *The French Revolution*, (Penguin, new ed. 1982)
Schama S, *Citizens: A Chronicle of the French Revolution* (Penguin, new ed. 2004)
Forrest A, *Historical Association Studies: The French Revolution* (John Wiley & Sons, 1995)
Campbell P, *The Origins of the French Revolution*, (Problems in Focus, Palgrave Macmillan, 2005)
Mason L, *The French Revolution: A Document Collection* (Houghton Mifflin, 1999)
Davies, P, *The French Revolution: A Beginner's Guide* (Oneworld, 2009)
Schurr R, *Fatal Purity: Robespierre and the French Revolution* (Vintage, 2007)

Also:

Danton (1983) – well regarded feature film dealing with the relationship between the Danton and Robespierre
Charles Dickens, *A Tale of Two Cities* – novel with Victorian perspective of events in France
Hilary Mantel, *A Place of Greater Safety* – novel following the lives of various revolutionary leaders

Option 1B

White A & Nuttall, *Revolutions in early modern and modern Europe* (Pearson, 2015) – Paper 2.2
Lynch M, *Reaction and Revolution: Russia, 1894-1924* (Access to History, Hodder, 4th ed 2015)
Rogger H, *Russia in the Age of Modernisation and Revolution 1881-1917* (Longman, 1983)
Hutchinson J F, *Late Imperial Russia* (Seminar Studies in History, Routledge, 1999)
Wood A, *The Russian Revolution* (Seminar Studies in History, Routledge, 1986)
Lieven D, *Towards the Flame: Empire, War and the End of Tsarist Russia* (Allen Lane, 2015)
Bromley J, *Russia, 1848-1917* (Heinemann Advanced History, Heinemann, 2002)
Hite J, *Tsarist Russia, 1801-917* (Causeway Press, 2004) – very useful
Wood A, *The Origins of the Russian Revolution, 1861-1917* (Lancaster Pamphlets, Routledge, 2003)
Waldron, P, *The End of Imperial Russia, 1855-1917* (European History in Perspective, Palgrave Macmillan 1997)
Ascher A, *The Revolution of 1905: A Short History* (Stanford University Press, 2004)
Figes O, *A People's Tragedy: The Russian Revolution 1891-24*, (Bodley Head, 2014) – Figes has written a number of books relevant to the unit and produces a blog with relevant information – however, he has become quite a controversial figure in recent years
Service R, *Lenin: A Biography*, (Pan reprint 2010) – Service has written a number of books relevant to the unit

Also:

John Reed – *Ten Days that Shook the World* (Penguin Classic) – a classic account of the events surrounding the October Revolution from a US journalist and communist organiser
Clips from the feature films *Reds* (1981) and *Doctor Zhivago* (1965)
Clips from Sergei Eisenstein's films *The Battleship Potemkin* (1925) and *October 1917* (1927) – give Soviet perspective of events

Option 1C

Please note: Pearson Edexcel A Level (2015) website teaching materials for Paper 1G and Paper 3 Option 37.2 provides a topic booklet and also a scheme of work – these include useful resources, activities and timelines.

Unit 1 topics are well served by a variety of history text series that cater for A Level and undergraduate historians such as *Access to History* (Hodder), *Seminar Studies* (Routledge), *Historical Association Studies*, *Cambridge Perspectives in History* (Cambridge University Press) etc. - once identified it is always worth searching for other texts in the series.

Collier M, *From Kaiser to Fuhrer: Germany 1900-45* (Pearson, 2009)
 Hall K & Brown B, *Nationalism, Dictatorship and Democracy in 20th century Europe* (Pearson, 2015)
 Layton G, *Access to History: Democracy and Dictatorship in German 1919-63*, (Hodder, 2016)
 Evans D & Jenkins J, *Years of Weimar and the Third Reich* (Hodder, 1999)
 White, *A From Second Reich to Thirs Reich: Germany 1918-45* (Pearson 2011)
 Weitz E D, *Weimar Germany: Promise and Tragedy* (Princeton University Press, 2013)
 Gay P, *Weimar Culture – the Outsider as Insider* (W W Norton, reprint 2002)
 Stephenson, J, *Women In Nazi Germany* (Routledge, 2001)
 Gellately R, *Backing Hitler: Consent and Coercion in Nazi Germany* (OUP, 2002)
 Kichen, M, *Nazi Germany at War* (Routledge, 1994)

The following historians have written numerous studies of Germany during this period:

Evans R, *The Coming of the Third Reich* (Penguin, 2004) – part of a trilogy
 Kershaw I, *The Nazi Dictatorship* (Hodder Arnold, 4th ed. 2000)
 Overy R, *The Third Reich: A Chronicle* (Penguin, 2011)

Kershaw's works focus on the Nazi State and the role of Hitler and Overy's works on economic policy and Germany at war.

Please also see the suggested resources in the scheme of work.

Also:

The Nazis: A Warning from History (BBC, 1997) – documentary series charting the rise of the Nazis
Heimat (1984) – film series following the lives of a German family from the first World War 1 to 1982.

Option 1D

Please note: Pearson Edexcel A Level (2015) website teaching materials for Paper 1H and Paper 3 Option 39.2 provides a topic booklet and also a scheme of work – these include useful resources, activities and timelines.

Unit 1 topics are well served by a variety of History text series that cater for A Level and undergraduate historians such as *Access to History* (Hodder), *Seminar Studies* (Routledge), *Historical Association Studies*, *Cambridge Perspectives in History* (Cambridge University Press) etc. - once identified it is always worth searching for other texts in the series.

Murphy D & Clayton S, *Democracies in Change: Britain and the US in the 20th Century* (Pearson, 2015)
 Laffin D, *British Society Since 1945* (Hodder, 2013)
 Marr, *A History of Modern Britain* (Pan, 2009)
 Green J, *All Dressed Up: The Sixties and the Counter-Culture* (Pimlico, 1999)
 Donnell M, *Sixties Britain: Culture, Society and Politics* (Routledge, 2005)
 Cohen S, *1960s Britain* (Shire Living Histories, Shire, 2014)
 Shepherd J & Shepherd J, *1970s Britain* (Shire Living Histories, Shire, 2012)

Sandbrook D, *State of Emergency: The Way We Were: Britain 1970-74* (Penguin, 2011) & others.
Turner A, *Crisis? What Crisis?: Britain in the 1970s* (Aurum, 2013) & others.
Stewart G, *Bang! A History of Britain in the 1980s* (Atlantic Books, 2014)
Vinen R, *Thatcher's Britain: The Politics and Social Upheaval of the 1980s* (Pocket Books, 2010)
McSmith A, *No Such Thing as Society: A History of Britain in the 1980s* (Constable, 2011)
Campbell J, *The Iron Lady: Margaret Thatcher* (Vintage, 2012)
Simonelli D, *Working Class Heroes: Rock Music And British Society in the 1960s and 70s* (Lexington, 2012)
Pugh M, *Women and the Women's Movement in Britain, 1914-1999* (Plagrave MacMillan, 2000)
Jones K, *Education in Britain: 1944 to the Present* (Polity Press, 2015)
Carpenter H, *A Great Silly Grin: The British Satire Boom of the 1960s* (De Capo Press, 2003)
Mulholland M, *Northern Ireland: A Very Short Introduction* (OUP, 2003)
Edwards A, *The Northern Ireland Conflict: A Beginner's Guide* (Oneworld, 2010)

Also:

BBC documentary – Andrew Marr - *The Making of Modern Britain* (BBC 2009)
Pathe News – archives are available on-line – coverage of news events across the period.
Magazine and newspaper websites often have archive material available to view.
Feature films/TV programmes reflecting contemporary life in the 60s, 70s and 80s.

Unit 2

Option 2A India, 1857-1948: The Raj to Partition

Rosemary Rees, *Britain and the Nationalist Challenge in India 1900-47* (Pearson 2010)
Tim Leadbeater, *Britain and India 1845-1947* (Hodder 2008)
Ian Copland, *India 1885-1947: The Unmaking of an Empire* (Routledge 2001)

Option 2B China, 1900-76

Geoffrey Stewart, *China 1900-76* (Heinemann 2006)
Michael Lynch, *China: from Empire to People's Republic 1900-49* (Hodder 2010)
Michael Lynch, *Mao's China 1936-97* (Hodder 2015)

Option 2C Russia, 1917-91 from Lenin to Yeltsin

Chris Corin and Terry Fiehn, *Communist Russia under Lenin and Stalin* (SHP, Hodder Education, 2002)
Robin Bunce and Laura Gallagher *Stalin's Russia 1924-1953* (Pearson 2008)
Michael Lynch, *Stalin's Russia* (Hodder 2008)
Peter Oxley, *Russia 1855-1991: From Tsars to Commissars* (Oxford University Press, 2001)

Option 2D South Africa, 1948-2014 From Apartheid state to the Death of Mandela

Nancy L Clark, *South Africa: The Rise and Fall of Apartheid* (Routledge 2011)
Saul Dubow, *Apartheid, 1948-1994* (Oxford University Press, 2014)
Rosemary Rees et al, *Searching for Rights and Freedoms in the 20th Century* (Pearson 2015) – section dealing with South Africa

Unit 3**Option 3A The USA, Independence to the Civil War, 1763-1865**

H Brogan, *The Penguin History of the USA* (Penguin Books, 2001);

Alan Farmer, *Britain and the American Colonies, 1740-89* (Access to History, Hodder Education, 2008);

Alan Farmer, *The American Civil War: Causes, Course and Consequences 1803-1877* (Access to History 2008)

Option 3B The British Experience of Warfare, 1803-1945

Geoffery Stewart et al *The experience of warfare in Britain 1854-1929* (Harper Collins 2012)

Neil Stewart, *Access to History Themes: The Changing Nature of Warfare; 1700-1945*;

Rosemary Rees and Geoff Stewart, *The Experience of Warfare in Britain 1854-1929* (Pearson 2008)

J. Keegan, *The Second World War*

Option 3C: Germany, 1870-1990: united, divided and reunited

Bob Whitfield, *Germany 1848-1914*, (Heinemann, 2000),

Geoff Layton, *From Kaiser to Fuhrer, 1900-45*, (Hodder, 2009),

Martin Collier, *From Kaiser to Fuhrer, 1900-45*, (Pearson, 2009),

Nigel Bushell and Angela Leonard, *Germany Divided and Reunited 1945-91*, (Hodder, 2009)

Option 3D: Civil Rights and Race Relations in the USA, 1865-2009

David Paterson and Susan and Doug Willoughby, *Civil Rights in the USA, 1863-1980* (Heinemann, 2001)

Robin Bunce and Laura Gallagher, *Pursuing Life and Liberty: Equality in the USA 1945-1968*

William T Martin Riches, *The Civil Rights Movement: Struggle and Resista*

Historical Intepretation:

Bragg C — *Vietnam, Korea and US Foreign Policy 1945-75* (Heinemann 2006)

S H Lee, *The Korean War* (Seminar Studies, Longman, 2001) Stueck W — *Rethinking the Korean War* (Princeton UP, 2002)

Malkasian C, *The Korean War 1950-53* (Osprey, 2001)

Thornton R C, *Odd Man Out: Truman, Stalin, Mao and the Origins of the Korean War* (Brassey's US, 2001)

Lowe P, *The Origins of the Korean War* (Longman, 1986)

Unit 4**Option 4A: Making of Europe**

Please note: Pearson Edexcel A Level (2015) website teaching materials for Unit 2 Option D provides a topic booklet and also a scheme of work which is relevant to topics 2-4 – these include useful resources, activities and timelines.

Historical Interpretations:

M Broers, *Europe Under Napoleon* (IB Tauris, 2014)

C Esdaile, *Napoleon's Wars* (Penguin, 2008) & *The Peninsular War* (Penguin, 2003)

A Forrest, *Napoleon* (St Martin's Press, 2012)

P Dwyer, *Citizen Emperor* (Bloomsbury, 2014)

A Roberts, *Napoleon the Great* (Penguin, 2015)

F McLynn, *Napoleon* (Pimlico, 1998)

A Grab, *Napoleon and the Transformation of Europe* (European History in Perspective, Palgrave, 2003)
R Knight, *Britain Against Napoleon: The Organization of Victory, 1793-1815*, (Penguin, 2014)
A Zamoyski, *1812: Napoleon's Fatal March on Moscow* (HarperCollins, 2003)
J Reilly, *1813: Empire at Bay: The Sixth Coalition and the Downfall of Napoleon* (Praetorian Press, 2013)
R F Delderfield, *Imperial Sunset: The Fall of Napoleon, 1813-14* (Endeavour Press, 2014)

Also:

BBC Radio 3 – *In Their Own Write: Notes from the Congress of Vienna*
BBC Radio 4 – *The Invention of Italy* and *The Invention of Germany*
History Today – S Ghervas – *The Congress of Vienna: A Peace for the Strong* (Issue 9, 2014) (£)
Historical Association Podcast – *The Rise and Fall of Napoleon* (£)

Option 4B

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)

Option 4C

Phillips S, *A2 Edexcel GCE History: A World Divided: Superpower Relations, 1944-90* (Heinemann, 2009)
 Phillips S, *The Cold War* (Heinemann, 2001)
 Williamson D, *Access to History Europe and the Cold War, 1945-1991* (Hodder, 2015)
 Lightbody B, *The Cold War* (Routledge, 1999)
 Laver J, Rowe C and Williamson D, *Years of Division: Europe since 1945* (Hodder Murray, 1999)
 Farmer A, *An Introduction to Modern European History, 1890-1990* (Hodder Murray, 2000)
 Young J W and Kent J, *International Relations since 1945* (OUP Oxford, 2103)
 Mason J, *The Cold War 1945-199*, (Lancaster Pamphlet, Routledge, 1996)
 Young J W, *The Longman Companion to Cold War and Détente, 1941-1991 (contains bibliography)* (Longman, 1993)

Historical Interpretations:

Dockrill M L, *The Cold War, 1945-1963* (Prometheus Books, 1988) and Dockrill M L & Hopkins M F, *The Cold War 1945-91 (Studies in European History, Palgrave MacMillan, 2005)*
 Gaddis J L, *the Long Peace: Inquiries in to the History of the Cold War* (Oxford University Press, 1989)
 Gaddis J L, *We Now Know: Rethinking Cold War History* (Oxford University Press, 1998)
 Gaddis J L, *The Cold War* (Penguin, 2007)
 McCauley M, *The Origins of the Cold War* (Seminar Studies, Routledge, 2008)
 Thomas H, *Armed Truce: The Beginnings of the Cold War, 1945-46* (Sceptre, 1988)
 Wilson D, *From Roosevelt to Truman: Potsdam, Hiroshima and the Cold War* (Cambridge University Press, 2008)
 Leffler M, *Origins of the Cold War: An International History* (Rewriting Histories, Routledge 2005)

Superpower Relations: 1943-1990

Sewell M, *The Cold War* (Cambridge Perspectives in History, CUP, 2002)
 Hanhimaki J M, *The Cold War: A History in Documents and Eyewitness Accounts* (OUP Oxford, 2004) and *The Rise and Fall of Détente* (Potomac, 2012)
 Edwards O, *Access to History: The USA and the Cold War 1945-63* (Hodder, 2002)
 M McCauley, *Russia, America and the Cold War: 1949-1991* (Seminar Studies, Routledge, 2008)
 Walker M, *The Cold War and the Making of the Modern World* (Vintage, 1994)

Painter D, *The Cold War: An International History* (Routledge, 1999)
Applebaum, A, *Iron Curtain: The Crushing of Eastern Europe 1944-56* (Penguin, 2013)
Taylor F, *The Berlin Wall* (Bloomsbury, 2009)
Munton D & Welch D, *The Cuban Missile Crisis: A Concise History* (OUP, 2011)
Westad O A, *The Global Cold War*, (CUP, 2007)
Zubok V, *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev* (New Cold War History, University of North Carolina Press, 2009)

Option 4D Cold War in Asia, 1945-90:

Addington L H — *America's War in Vietnam: A Short Narrative History* (Indiana University Press, 2000)
Ambrose S E and Brinkley D G — *Rise to Globalism: American Foreign Policy since 1938, Eighth Revised Edition* (Penguin, 1998)
Brogan H — *The Penguin History of the USA, 2nd edition* (Penguin, 2001)
Edwards O — *The USA and the Cold War, 1945-63, 2nd edition* (Hodder Murray, 2002)
Farmer A and Sanders V — *An Introduction to American History 1860-1990* (Hodder and Stoughton, 2002)
Jones M A — *The Limits of Liberty 2nd edition* (OUP, 1995)
Hall M K — *The Vietnam War, Second Edition* (Longman, 2008)
Logevall P — *The Origins of the Vietnam War* (Pearson Education Ltd, 2001) Issue 2 – September 2008 13
Ruane K — *War and Revolution in Vietnam, 1930-1975* (University College London Press, 1998)
Sanders V — *The USA and Vietnam 1945-1975* (Hodder and Stoughton 'Access to History' series, 1998)
Sanders V — *The USA and Vietnam 1945-1975, Second Edition* (Hodder Murray, 2002)
Wiest A — *The Vietnam War 1956-75* (Osprey, 2002)
Halberstam D and Singal D, *Quagmire: America and Vietnam in the Kennedy Era* (Rowman and Littlefield, 2007)
Kaiser D, *American Tragedy: Kennedy, Johnson and the Origins of the Vietnam War* (Harvard University Press, 2001)
Schmitz D F, Richard Nixon and *The Vietnam War: The End of the American Century* (Rowman and Littlefield, 2014) & *The Tet Offensive* (Rowman and Littlefield, 2005)
Mackay D, *The Malayan Emergency, 1948-60: The Domino that Stood Still* (Brassey's UK, 1997)
Barber N, *The War of the Running Dogs: Malaya 1948-1960* (Cassell Military Paperbacks, W & N, 2004)
Short P, *Pol Pot: The History of a Nightmare* (John Murray, 2005)
Vickery M, *Cambodia: 1975-1982* (Silkworm Press, 2000)
Shawcross W, *Sideshow: Kissinger, Nixon and the Destruction of Cambodia* (Simon and Schuster, 1979)
Zhang X, *Deng Xiaoping's Long War: The Military Conflict between China and Vietnam, 1979-1991* (University of North Carolina, 2015)
Owen N, *The Emergence of Modern South East Asia: A New History* (University of Hawaii, 2005)
Beeson M, *Contemporary Southeast Asia* (Palgrave Macmillan, 2008)

B Getting started for students

Student guide

Why study the Pearson Edexcel IAL in History ?

This course will try to give you the skills and understanding to:

- develop a life-long interest and enthusiasm for history
- acquire an understanding of the nature of historical study
- become an effective and independent learners
- become a critical and reflective thinker with a curious and enquiring mind
- develop research skills such as the ability to ask relevant and significant questions, and working with historical sources
- acquire an understanding of the nature of historical study
- organise and communicate knowledge and understanding in different ways, arguing a case and reaching substantiated judgement.

What do I need to know, or be able to do, before taking this course?

To study the IAL in History you need an interest in the world around you, an enquiring mind and the ability to weigh up different evidence or arguments. In order to study IAL History you do not need to have studied history before for a qualification such as GCSE/IGCSE. However, you may find it helpful, as the IAL builds on the skills developed in these qualifications such as the communication of historical knowledge and the ability to analyse historical sources. You will also need to use the transferable skills, particularly the literacy skills you will have developed from earlier learning.

What will I learn?

The course consists of four units – two AS units and two AL units (two AS units if you are studying for the International Advanced Subsidiary qualification). Units 3 & 4 will develop the skills you have met in Units 1 and 2 further, allowing you to progress as you follow your course of study. You will study one topic from each unit:

Unit 1: Depth Study and Interpretations (IAS/IAL)

In this unit you will study one option which is focused on depth. You will look at the history of one country in detail over a short period of time. Each unit option is organised into four key topic areas focusing on the progress of events. You will develop knowledge and understanding of the period and analyse and evaluate different interpretations of the period studied.

The unit options are: Option 1A: *France in Revolution, 1774–99*; Option 1B: *Russia in Revolution, 1881–1917*; Option 1C: *Germany, 1918–45*; Option 1D: *Britain, 1964–90*

Unit 2: Breadth Study with Source Evaluation (IAS/IAL)

In the unit you will study one option which is focused on breadth. You will look at the history of one country through the study of four key topic areas over an extended time scale. You will develop knowledge and understanding of the period and analyse and evaluate different types of historical sources from the time.

The unit options are: Option 2A: *India, 1857–1948: The Raj to Partition*; Option 2B: *China, 1900–76*; Option 2C: *Russia, 1917–91: From Lenin to Yeltsin*; Option 2D: *South Africa, 1948–2014: From Apartheid State to the Death of Mandela*.

Unit 3: Thematic Study with Source Evaluation (IAL)

In this Unit you will study one option which is focused on breadth. You will look at the experiences of one country through the study of five key themes across five key topic areas over an extended time scale. The focus will be on a broad understanding of developments and change over time. You will develop knowledge and understanding of the period and analyse and evaluate different types of historical sources from the time.

The unit options are: Option 3A: *The USA, Independence to Civil War, 1763–1865*; Option 3B: *The British Experience of Warfare, 1803–1945*; Option 3C: *Germany: United, Divided and Reunited, 1870–1990*; Option 3D: *Civil Rights and Race Relations in the USA, 1865–2009*.

Unit 4: Thematic Study with Historical Interpretations (IAL)

In this unit you will study one option which is focused on the interpretations of events in history. You will look at development of international relations over a broad historical period. Each option is divided into one area of historical debate and three key topic areas covering the significant developments of the period. You will develop knowledge and understanding of the period and analyse and evaluate different interpretations of the period studied.

The unit options are: Option 4A: *The Making of Modern Europe, 1805–71*; Option 4B: *The World in Crisis, 1879–1945*; Option 4C: *The World Divided: Superpower Relations, 1943–90*; Option 4D: *The Cold War and Hot War in Asia, 1945–90*.

Is this the right subject for me?

The IAL in History will appeal to you if:

- you have an interest in the world around you, the society you live in, and how it has developed
- you like learning about people, how they interact, and what motivates them
- you like learning about different countries, societies and cultures

- you enjoy discussion, debate and argument
- you like to think for yourself and develop your own views
- you enjoy research and analysing material to check for bias and propaganda.

How will I be assessed?

Examinations will be available in January and June. Your school or colleges will decide when the examinations are taken.

Unit 1: Depth Study and Interpretations (50% IAS/25% IAL)

The exam will assess your understanding of a period in depth and your ability to analyse and evaluate historical interpretations.

You will take a written exam. The exam will last 2 hours. You will need to answer two extended writing questions on the option you have studied. You will have a choice from four questions.

Unit 2: Breadth Study with Source Evaluation (50% IAS/25% IAL)

The exam will assess your ability to analyse and evaluate historical sources (Section A) and your understanding of events across the time period you have studied (Section B).

You will take a written exam. The exam will last 2 hours. You will answer two questions: one from Section A and one from Section B. Section A is a compulsory question divided into two parts. Section B has a choice of three essays from which you must choose one.

Unit 3: Thematic Study with Source Evaluation (25% IAL)

The exam will assess your ability to analyse and evaluate historical sources (Section A) and your ability to evaluate the significance of historical explanations of a period in breadth (Section B).

You will take a written exam. The exam will last 2 hours. You will answer two questions: one from Section A and one from Section B. Section A is a compulsory essay. Section B has a choice of two essays from which you must choose one.

Unit 4: Thematic Study with Historical Interpretations (25% IAL)

The exam will assess your ability to evaluate contrasting historical Interpretation (Section A) and your understanding of the period you have studied in depth (Section B).

You will take a written exam. The exam will last 2 hours. You will answer two questions: one from Section A and one from Section B. Section A is a compulsory essay. Section B has a choice of two essays from which you must choose one.

What can I do after I've completed the course?

You can progress to higher education courses such as honours degrees in History, or to degrees in related subjects such as Politics, English Literature, Economics or Geography; or to vocational qualifications in Media (Journalism) or Travel and Tourism, such as BTEC.

An IAL in History will give you a number of skills relevant to many types of employment, such as the ability to seek information and to analyse it in order to identify facts and motives and to present information clearly for others to understand.

The skills you will obtain through studying history will be useful in a number of careers, either directly related to history (e.g. working in museums, galleries, heritage sites, record offices and archives and teaching), or in areas such as journalism, libraries, national and local government and government administration.

Next steps!

Your subject teacher at your school or college should be able to guide you further.